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ABSTRACT

In recognition of the growing importance of Vocational English as a Second Language (ESL), this master plan for the San Francisco Community College District (SFCCD) outlines program objectives, curricular information, course objectives, and instructional materials for the District's Vocational ESL programs. The introduction identifies the audience served by the programs; the differences between vocational ESL, ESL, and vocational education; the differing methodologies of ESL and bilingual education; and the goals of bilingual/bicultural education. Next, a section devoted to the master plan describes curriculum organization, use of the Vocational ESL Master Plan, and the evaluation of student performance. The next section specifies course objectives related to getting a job, holding a job, and moving ahead, including general objectives, language objectives, cultural awareness objectives, and objectives related to contextual areas. The final section presents methods and materials for teaching vocational ESL, including sample lesson plans. Appendices include information on Vocational ESL programs in the SFCCD, including history, center addresses, Vocational ESL Certificate Programs, and Vocational ESL Class Descriptions; and a listing of resources and publishers. (LAL)

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COMMUNITY COLLEGE DISTRICT
COMMUNITY COLLEGE CENTERS

VOCATIONAL
ESL

MASTER PLAN

Revised 1979

JC 850 446

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SAN FRANCISCO COMMUNITY COLLEGE DISTRICT
COMMUNITY COLLEGE CENTERS
VOCATIONAL ESL MASTER PLAN

San Francisco Community College District

(revised 1979)

PREFACE

The Vocational ESL Master Plan is one component of the District ESL Master Plan. The ESL Master Plan Revision Committee, formed in 1975, recognized the growing importance of vocational ESL and determined that a vocational ESL component should be added to the Master Plan. A committee was formed consisting of representatives from various language centers with vocational ESL projects. The Vocational ESL Master Plan, published in 1976, was the result of that committee's work.

A second committee was formed in 1977 to revise and update the Vocational ESL Master Plan. The committee's work consisted of clarifying and expanding the original master plan. Several new parts were added. A section on cultural awareness, consisting of cognitive rather than behavioral objectives, was added to each major section: Getting a Job, Holding a Job, and Moving Ahead. Another major section on suggested Methods and Materials for teaching vocational ESL, with sample lesson plans, has also been added.

This second committee included representatives of most centers offering vocational ESL. Committee members were:

Daniel Cetinich	Anita Martinez
Alicia Kenter	Louise Yee
Eunice Lew	

These committee members, as well as others listed on the acknowledgement page, represented language centers which had vocational ESL programs at that time: The Chinatown Resources Development Center, the Fil-Am Employment and Training Center, the Indochinese Training Project, and the San Francisco Community College Skills Center.

The Vocational ESL Master Plan wishes to thank all who encouraged, supported and contributed to the revision of the Vocational ESL Master Plan. Special thanks go to Nancy Swadesh, Administrative Director of Instructional Services, Community College Centers; Tom Tragardh, ESL Resource Instructor (1977-79); Harriet Haber, former Executive Director, Chinatown Resources Development Center; Rosario Anaya, Executive Director and Ricardo Alva, Deputy Director, Mission Language and Vocational School; and Michael Huynh, Director, and May Louie, former Education Coordinator, Center for Southeast Asian Refugee Resettlement, 1977-78. Our appreciation also goes to the classified staffs of the Centers Division Office at 33 Gough Street and the Teachers' Resource Center. Thanks are also extended to Jose Maestre, Instructor, Mission Community College Center, for the cover design.

A final special thanks to Susan Averbach for typing and proof reading the final version and to Bill Svabek and Barry Biderman for facilitating production.

PREFACE

A subcommittee of the ESL District Committee, the Vocational ESL Committee will continually update this Master Plan and its appendices. This Committee will also seek out and gather materials to be housed in the Teacher Resource Center that will supplement this Master Plan.

Anita Martinez

Anita Martinez

Chairperson

San Francisco Community College District

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TABLE OF CONTENTS

INTRODUCTION 1-6

Who the Programs Serve 3

Vocational ESL...ESL...Vocational 3

ESL/Bilingual 4

Bilingual/Bicultural 5

THE MASTER PLAN 7-14

Curriculum Organization 9

Use of the Vocational ESL Master Plan 10

Evaluation 11

COURSE OBJECTIVES 15-66

Getting a Job 17

Holding a Job 31

Moving Ahead 53

METHODS AND MATERIALS FOR TEACHING VOCATIONAL ESL 67-134

Materials 6970

Methods 70

Sample Lesson Plans 75

APPENDICES 135-204

Appendix A: Vocational ESL Programs 137

A History 139

Center Addresses 142

Appendix A: Vocational ESL Programs (cont.)

Vocational ESL Certificate Programs 143

Vocational ESL Class Descriptions 151

Appendix B: Resources and Publishers 161-204

Printed Materials 163

Audiovisual Materials 186

Specific Vocational Areas 195

Equipment 200

Publishers 201

INTRODUCTION

INTRODUCTION

The curriculum that follows outlines language, content, and cultural objectives of a vocational ESL program. The intent of such a Vocational ESL Master Plan is threefold: to provide correlation among the existing vocational ESL and non-vocational ESL programs, and to provide ideas for vocational ESL curricula.

The revised Vocational ESL Master Plan is the product of a group of teachers and teacher-supervisors in district-related vocational ESL programs.

It is hoped that such a master plan will stimulate and guide teachers new to vocational ESL, help to enrich the existing programs, and provide a basis for establishing additional programs.

Who the Programs Serve

The population is an immigrant and refugee population with peoples from a variety of language backgrounds, cultural heritages, educational backgrounds, work experiences, and linguistic abilities.

Some are already bilingual (e.g., Maya/Spanish, Cantonese/Mandarin, Vietnamese/French). Some have been professionals in their own countries (doctors, nurses, teachers); others have never worked due to such factors as youth or family requirements. Some are university-educated; others have less than six years of formal education; some are illiterate in their own languages. Some are skilled technicians who need to learn English in order to take and pass licensing board requirements; others need to learn not only the target language but also a skill with which they can become employable. Some qualify for the variety of stipended programs currently available; others are already working but need to improve their English to move to occupations with a future. All come from cultural backgrounds that significantly differ from the one into which they have moved and thus sometimes suffer from a sense of anomie (culture shock).

Vocational ESL...ESL...Vocational

Like the traditional ESL class, vocational ESL develops listening, speaking, reading and writing skills. However, vocational ESL differs from ESL in that language objectives are always contextualized into job-finding and work-related situations; that is, content used to teach language skills is vocationally oriented. The emphasis is on specific language skills and the ordering of these skills is as dependent upon the students' immediate employment goal as on the ESL skills they have already developed. Hence, ESL techniques are crucial to a vocational ESL program, but the content of most ESL materials published for classroom use must be adapted.

Like many vocational training programs for native English speakers, vocational ESL focuses on work ethic expectations of the larger society. A common goal of both programs is teaching cultural differences and the necessity to function biculturally. However, unlike the non-ESL vocational training programs, vocational ESL programs must combine the cultural awareness training with the development of second language skills. Hence, much of the material used in native speaker vocational training programs is useful to Vocational ESL programs for its content but must be adapted to the language, cultural, and employment needs of non-native speakers.

In summary, vocational ESL is unique in that its language objectives are ESL but its content objectives are vocational. As publishers are only beginning to realize the need for such materials, it is essential that teachers in vocational ESL programs have a grasp of the target population's cultural expectations of employment, and the ability to develop materials which utilize both. The goal of vocational ESL programs is to achieve language and content goals concurrently, thus reducing time required for immigrants to overcome unemployment and underemployment.

ESL/Bilingual

ESL instruction has differed in methodology from bilingual instruction in two significant ways. Primarily, it has focused on language instruction exclusively in the target language (English) with its primary objective being the mastery of English. Bilingual instruction uses the first language to facilitate the acquisition of the target language. It also uses the first language, and then the target language, to teach other than language skills (e.g., math, clerical skills, mailroom procedures, repair operations); it relies less on the first language as second language proficiency increases.

Secondly, if ESL has presented the target language culture with reference to the students' parent culture, that reference has been made in the target language, not the first language. On the other hand, bilingual instruction stresses maintenance of and further knowledge about the parent language culture at the same time that it presents the second language culture.

The major objective of vocational ESL is employment and upgrading, and ESL is one necessary component to the achievement of that objective. That is, specific skills and cultural concepts, as well as language structures, must be mastered. Bilingual instruction enables students to learn specific skills and cultural concepts, prior to their mastery of English by concentrating on one cognitive task at a time. ESL instruction enables the student to manipulate the target language sufficiently to utilize those skills and concepts.

Bilingual/Bicultural

One objective of vocational ESL programs is to help language learners achieve an ability to function bilingually/biculturally. By developing such an ability, they can act appropriately within the cultural norms, values, and expectations of two language groups. They meet cultural diversity inherent in the interaction between two different sets of value systems. They integrate the values of two cultures into a system that works for them. They maintain their first culture while selecting those values of the target language and culture that will help them achieve their socio-economic goals. They maintain two different systems of beliefs, values, attitudes, and concomitant behavior, and from these they select those that are appropriate in a given social situation. In order to become bicultural, they have to consciously study the target language culture to ascertain what kind of behavior is optimal. Of course, ideal models are teachers who have achieved these goals themselves.

THE MASTER PLAN

Vocational ESL programs in San Francisco serve a variety of students at one time with differing language levels. Programs fall into three types, based on their trainees' current employment situation: unemployed and without a job site; unemployed but with a job site and verbal commitment to hire if performance during training is satisfactory; and underemployed seeking change or promotion.

There is another significant way in which the programs differ. Some programs provide their students with financial stipends. In others, students attend on a voluntary basis. In yet others, students receive some other form of government aid.

Curriculum Organization

To meet the needs of trainees in the three aforementioned areas, the content objectives of a vocational ESL curriculum are divided into three distinct chronological units: "Getting a Job"; "Holding a Job"; and "Moving Ahead". Specific programs may include any one or all three units of the curriculum. The length of time taken to complete any one of the three units varies, particularly when programs are open entry/open exit.

Because of the diversity in job goals and language levels within specific vocational ESL programs, grouping is highly desirable. Criteria for grouping which have been used successfully include:

a. employment status, (i.e., getting a job, holding a job, moving ahead)
b. type of employment, (i.e., blue collar such as mechanic, janitor or mail room clerk; white collar such as clerk/typist, bookkeeper or teller; and professional such as nurse, dentist or teacher)
c. target language level, (i.e., beginning, intermediate, advanced)
d. native language background
e. a combination of the above

Utilizing teacher aides, peer-teachers, and audiovisual equipment to facilitate grouping and individualization is desirable within classes.

Use of the Vocational ESL Master Plan

Within each of the three curriculum units outlined, there are four major divisions: general objectives, language objectives, cultural awareness, contextual areas.

The general objectives provide an overview of the unit in terms of the long-term goal to be achieved, the cultural learning to take place, and the level of language sophistication to be attained.

The language objectives are divided into four major areas: listening, oral production, reading and writing. The vocational ESL programs in the community college district utilize the ESL Master Plan in determining the ordering of structures to be taught; therefore, this Master Plan does not detail structures within these three areas. To determine these, one should refer to specific levels in the District ESL Master Plan. In order to complete the goals in "Getting a Job", students will have mastered the structures in level 300; and for "Moving Ahead" the structures in level 400 and above. However, the employment status of the student who has mastered structures beyond level 200 may still need instruction in getting a job.

The cultural awareness objectives are divided into two areas: body language and culture values, attitudes, and behaviors. The cultural awareness objectives are not behavioral objectives as such, but are cognitive objectives. They are necessary if the student is to be able to perform the behavioral objectives outlined in the contextual areas and to use the language skills identified in the first section. Students must be able to understand why certain behaviors are expected of them before they can perform them. Cognitive objectives cannot be measured in the same way as behavioral objectives. But if they are not learned, the companion behavioral objectives may not be performed with as much ease or naturalness as they should be. Hence, these cognitive objectives are a necessary part of the overall goals to be mastered by vocational ESL students.

The contextual areas are divided into specific performance objectives necessary to achieve the long-term goal. Although the ordering of specific objectives is not dictated by the outline (the achievement of one objective is not necessarily contingent on another), the teacher, in developing his course outline, will find units around common performance objectives more useful than around language objectives. To develop classroom materials to achieve these performance and cognitive objectives, the teacher will need to align language objectives, contextual objectives, and the appropriate cultural awareness sections. A later section of the Master Plan, Methods and Materials, offers ideas and shares lesson plans that demonstrate how to align the three areas.

In the back of this volume there is an appendix of resource materials useful for teachers in vocational ESL. Listed in alphabetical order by type (printed materials and audio visual materials), they also indicate which contextual areas they would be most appropriate in. Again, because the Vocational ESL Master Plan supplements the District ESL Master Plan, one should refer to the latter for resources that are purely ESL rather than vocational or vocational ESL.

Some of these titles are available for examination at the Teacher Resource Center, Room 202, John Adams Community College Center. The Vocational ESL Committee will also request examination copies of new materials as they are published.

Evaluation

The evaluation of student performance in vocational ESL is concerned with the measurement of student success in three areas: the development of language skills, the completion of specific performance objectives and the accomplishment of the major goal.

Language skills are measured prior to and upon completion of training to determine overall growth. (For a list of available tests, see the District ESL Master Plan). In some programs, spoken language abilities are evaluated to determine if applicants meet minimum program entry standards: job-readiness. In other programs, both spoken and written abilities are measured for the same purpose. This is particularly necessary in federally funded programs which are required to place students on jobs in order to be re-funded. In these and in other programs with both vocational and prevocational ESL courses, entry testing is used not only to screen applicants but also to place students in the appropriate classes, levels, and training programs. Students are also evaluated periodically throughout the course of the program to determine growth in specific skills.

Both objective and subjective means are used to evaluate the student's comprehension and production of specific language features in isolation and in discourse.

Specific performance objectives (e.g., arranging for a job interview, passing an employment test, taking a telephone message) are measured by periodic objective and subjective in-class evaluation and by realistic out-of-class, goal-oriented activities.

Teachers may write regular progress reports to assess individual achievements and weaknesses. Students are also assessed by conferences between the teachers and the employment counselor/supervisor or someone else from the employment field. Peer assessment is sometimes used to provide a broader range of opinion as to the students' performance of specific objectives in the class room (e.g., asking and answering interview questions, using appropriate interview behaviors, etc.).

The major goals of students enrolled in a vocational ESL program are getting a job, holding a job, and moving ahead. In order to achieve these goals students must be able to perform the majority of the performance objectives and demonstrate an awareness of the cognitive objectives outlined in each section. As with all performance objectives, the majority of students should be able to pass them according to their individual abilities, given the time and opportunities that they individually need. But they will do so at different rates and times. Some of the students may pass so quickly that they will get a job in the first weeks of their training. Others may profit from their experiences only after the end of their individual programs.

The only major goal that is easy to evaluate immediately on a pass/fail basis is that of getting a job The student either is or isn't hired. The other goals of holding a job and moving ahead in it are more difficult to evaluate for four reasons. One, these goals are often accomplished after the student leaves the program. Two, the processes of holding a job and moving ahead are on-going processes at work, the success of which is difficult to ascertain from the classroom. Three, there are currently no clear-cut classroom standards by which to measure holding a job and moving ahead success or failure. Four, students accomplish the goals of holding a job and moving ahead in it in degrees, not necessarily mastering all objectives at an even pace or even at the same time. Only when students return on an occasional day-off to tell about their successes, do teachers know that these workers have finally attained the final major two goals. Nevertheless, the last two components must be taught if the first, getting a job, is to have any real and long-lasting value. And teachers will have to rely on classroom objective and subjective evaluation to forecast their students' furture attainment of these goals.

COURSE OBJECTIVES:

GETTING A JOB

HOLDING A JOB

MOVING AHEAD

Getting A Job

GETTING A JOB

A. General Objectives

The objective of this phase of vocational ESL is to enable the students to gain adequate command of English to become gainfully employed in an entry-level position. They will be able to gather information about jobs through verbal and written sources and to act upon this knowledge. They will be able to contact employers, prepare for and pass job interviews, take employment tests, and do follow-up activities related to job getting.

The students will understand the mechanics of job-hunting, including such cultural factors as being assertive and direct in conversation. They will develop awareness of various cultural differences related to getting a job, not only with respect to the necessity for resumes, tests and interviews, but also with respect to concepts of time and taking the initiative.

This component focuses on simple structures to give and gather information.

B. Language Objectives

1. Listening

Students will be able to:

a. recognize the phonemes, intonation patterns, and rhythm of spoken American English with and without visual cues

b. recognize and react to different sentence types

1) declaratives

2) yes/no, wh, alternative and tag questions

3) negatives

4) requests and commands, including polite requests with would/could

c. recognize and react to the following verb tenses

1) simple -- past, present, and future

   2) complex -- present perfect, present perfect continuous, present and past continuous

 d. recognize and respond to job-specific vocabulary

 e. recognize, process, and order essential information from paragraph-length discourse (e.g., follow a description of job availability, job duties or benefits over the phone)

 f. differentiate between pauses indicating desire for change of speakers and desire to reflect

2. Oral productions

   Students will be able to

   a. produce all phonemes, common intonation patterns and simple rhythm patterns of spoken American English

   b. generate and respond to the following sentence types

      1) declaratives

      2) yes/no, wh and alternative questions

      3) negatives

      4) requests and commands, including polite requests with would/could

   c. generate and respond to the following verb tenses

      1) simple -- past, present, and future

      2) complex -- present perfect, present perfect continuous, present and past continuous

   d. use and respond to job-specific vocabulary

3. Reading

   Students will be able to

a. recognize and process alphabetical, numerical, and classified methods of organization

b. decipher common abbreviations and abbreviated structural forms (e.g., "experience necessary")

c. recognize punctuation marks and their functions

d. recognize job-specific vocabulary and phrases

e. read for specific information in paragraphs containing a limited number of complex sentences (e.g., job descriptions)

f. read and respond to directions

g. scan indexed and outlined material for specific information (e.g., scan newspaper want ads, and listings in the telephone directory)

h. scan a series of related phrases and sentences for specific detail (e.g., job specifications and announcements)

4. Writing

Students will be able to

a. produce printing and cursive writing

b. transcribe sounds into letters and combinations of letters following basic spelling rules

c. construct simple and compound sentences

d. answer questions in words, phrases, and simple sentences

e. punctuate sentences they have learned to write

f. take notes for themselves (e.g., directions given over the telephone)

g. organize phrases and sentences into chronological and reverse chronological order (e.g., educational history and work background in resumes and applications)

h. organize and write simple paragraphs

i. construct simple business letters (e.g., an application letter or a letter to accept or reject job offer)

C. Cultural Awareness

1. Interpreting and using body language

Student will be able to

a. recognize and practice gestures for greetings and partings (e.g., smiling, shaking hands, nodding head)

b. recognize and practice carriage that shows confidence (e.g., walking and sitting erect)

c. recognize and respond to hand and head gestures that

   1) signal (e.g., "Come in and sit down" while someone is talking on the phone)

   2) give direction

   3) convey information (e.g., size of something)

d. interpret emotions and attitudes associated with specific facial expressions and body gestures (e.g., finger tapping or wandering eyes to indicate impatience)

e. establish good eye contact

f. recognize social conventions of touching (e.g., a hand on the arm to interrupt a conversation, a hand on the back to help someone through a crowd)

g. recognize and drop taboos (e.g., pointing with the middle finger, smiling or giggling due to nervousness, scratching)

h. recognize and practice the rules for personal space (e.g., standing at the appropriate distance when talking)

i. recognize and respond to closure gestures in interviews and meetings (e.g., straightening up papers, clicking pen)

2. Identifying cultural values, attitudes and behaviors

Students will be able to

a. recognize and practice appropriate forms of address (e.g., Mr. Smith versus Mr. John or Smith)

b. recognize and practice phrases for greetings and partings and introductions

c. recognize and practice appropriate etiquette when offered coffee, tea, cigarettes, etc. (e.g., how to decline and accept)

d. recognize and practice a small amount of small talk as may be required (e.g., "Did you have a hard time finding the place?")

e. recognize and respond to the emphasis placed on punctuality

f. stand at an interview until asked to sit down

g. speak with appropriate volume and tone

h. recognize and respond to direct and indirect questions asked at the interview (e.g., "What are you looking for in a job", "Don't you think this job would be a little boring for you?")

i. emphasize strengths and play down weaknesses (e.g., "I can type 30 WPM with only 1 mistake" rather than "I can only type 30 WPM.")

j. recognize and respond to questions aimed at personality rather than skill (e.g., hobbies, interests)

k. give answers that show ambition (e.g., future plans, plans that relate to job applying for)

l. give answers that emphasize qualifications rather than need (e.g., emphasize qualifications rather than bring up how many children applicant has)

m. initiate appropriate job-related questions (e.g., benefits, salary, employee training programs, chances of getting job)

D. Contextual Areas

1. Researching the job market

Students will be able to

a. gather information on job market and job openings from

    1) State and other public employment agencies and employers such as civil service and school districts

    2) private employment agencies and employers as Kelly Girl, Bank of America, and Pacific Telephone

    3) newspaper want ads

    4) radio and television announcements

    5) union offices

    6) company announcements

    7) friends and relatives

b. analyze job titles and descriptions of duties, qualification, wages, and fringe benefits (e.g., clerk typist, janitor, electronics assembler, food service industry worker)

2. Contacting employers

Students will be able to

a. make business telephone calls which
    1) solicit further information
    2) give qualifications
    3) make appointment for an interview
    4) get directions for specific time, place (including how to get there), and person to contact (receptionist/interviewer)

b. pay visits to employment or personnel offices for
    1) application forms
    2) scheduling interviews
    3) further information

c. write simple business letters containing
    1) source of referral and purpose of letter
    2) self-introduction and background information
    3) relevance of qualifications to specific openings
    4) request for further information or for an interview

   d. utilize personal acquaintances

      1) someone who knows the employer, e.g., job developer

      2) other staff at the business

3. Filling out forms (e.g., applications for jobs, social security, driver's license, W-4, etc.)

   Students will be able to

   a. follow instructions

   b. give complete, concise and relevant information in spaces provided (e.g., experience, education, honors and awards, community work, paid or volunteer work, special skills such as bilingual ability, hobbies and interests, health history)

   c. give information in paragraph form when called for (e.g., biography, reasons for interest in job, future plans)

4. Composing resumes

   Students will be able to

   a. assemble relevant data on self such as education, experience, training, skills, and personal references

   b. ascertain appropriate headings and ordering of headings for data

   c. organize and lay out data under specific headings in chronological and reverse chronological order

   d. revise and update existing resumes

   e. write a complete form listing all experience

   f. write a one-page summary of experience relevant to the job being applied for

5. Going to interviews

Students will be able to

a. demonstrate preparedness for the interview by

1) taking personal identification and documents (e.g., driver's identification, social security card, and I-94, etc.)

2) taking personal data sheet (e.g., a wallet size card containing all pertinent information)

3) taking a resume and completed application

4) taking writing instruments and note pad

5) using appropriate grooming and dress

6) reviewing informational material on the prospective company

7) reviewing frequently asked questions

8) reviewing job description

9) demonstrating self-sufficient attitude by going to the interview alone

b. handle interview by

1) assessing and adapting to various interviewing situations (e.g., age, gender, and attitude of interviewer, single interviewer and panel interviewers)

2) beginning the interview

a) with self-assurance

b) using appropriate introductions and greetings

        3) supplying only pertinent information in answering questions which ask for
            a) names of places, various card and license numbers
            b) educational background
            c) work experience and training
            d) explanations of gaps in education or work experience if requested
            e) future goals
        4) answering difficult questions
        5) asking relevant questions (e.g., salary, probation period, terms of employment, fringe benefits, promotional opportunities)
        6) ending the interview by
            a) requesting information tactfully regarding results of the interview
            b) taking appropriate leave

6. Taking employment tests

Students will be able to

a. use testing procedures to their advantage by
    1) following written and oral instructions
    2) working quickly and accurately within a limited time period through
        a) identification of the type of the test (e.g., multiple choice, true/false, essay)

        - b) determination of the scoring pattern of the test (e.g., right from wrong)
        - c) determination of tne weighing of the test
    - 3) determining the method and techniques of the test, (e.g., the use of headsets, lighting-timed, computer cards)
    - 4) identifying what the test is designed to measure
  - b. identifying testing type, including
    - 1) specific skill tests
      - a) language skills (e.g., spelling, vocabulary, reading comprehension, scanning)
      - b) clerical skills (e.g., sorting and filing, typing, keypunch, timed dictation, office machines)
      - c) non-clerical skills (e.g., math, manual dexterity, strength, abstract reasoning)
    - 2) composite tests
      - a) civil service
      - b) state certification tests
      - c) company-made tests (e.g., Pacific Telephone, Bank of America, P.G.&E.)
      - d) tests in native language

7. Completing the application process

   Students will be able to

   a. find out time, place and person to report to, if hired

b. if hired, write a letter of acceptance, when necessary

c. when not hired immediately, ascertain reason tactfully and learn from it

d. when not hired immediately, show interest in future openings.

HOLDING A JOB

A. General Objectives

The objective of this phase of vocational ESL is to enable the students to increase their command of English sufficiently to maintain the employment they have found. They will be able to process and order information at various levels of sophistication in order to establish good work habits (e.g., punctuality, independence); skills (e.g., uses of machines, documents and references); and interpersonal relations (e.g., assertiveness, appropriate body language). Most students will have mastered the structures through level 300 outlined in the district's ESL Master Plan.

The students will understand the dynamics of work relationships and will become more aware of cultural values and linguistic factors which differ from their own. While maintaining their own cultural identity and integrity, they will be able to use the target language values relevant to their work situation.

This component focuses on complex structures which obtain, confirm, and clarify information.

B. Language Objectives

1. Listening

   Students will be able to

   a. perform all listening objectives stated in Getting a Job

   b. recognize homonyms (e.g., there/their/they're)

   c. recognize phonemic varieties, including

      1) contractions and other reduced forms (e.g., your vs. yer, cannot vs. can't, are not vs. aren't, I would vs. I'd, I had vs. I'd, I don't know vs. I dunno, I am going to vs. I'm gonna)

   2) non-standard pronunciations (of other dialect speakers or other immigrant speakers)

d. recognize intonation varieties used for special purposes, including

   1) emphasis or stress: I cán't go - I can't gó.

   2) disapproval: He woúld say that - He would saý that.

e. understand varieties of conversational speed

f. understand varieties of dialect and idiolect

   1) e.g., black dialect and other regional dialects

   2) e.g., street language and slang expressions

   3) e.g., occupational jargon

g. recognize common spoken abbreviations and acronyms

   1) e.g., names of cities and agencies: L.A., P.O. Box, S.F.P.D., BART, CETA

   2) e.g., office terms: A.S.A.P., E.O.M., I.O.M., T.G.I.F.

h. recognize, process, and order essential information from spoken discourse of more than paragraph length

   1) e.g., oral instructions from a supervisor

   2) e.g., oral directions from a co-worker

i. discern missing information (e.g., recognize when a supervisor or co-worker, in giving instructions, assumes that the employee knows something that he doesn't: "Go to the storeroom [where?] and bring me back some onion skin [what?] typing paper.")

j. distinguish hearsay from substantiated statements (e.g., "I heard that..." or "Mr. So-and-So said to...")

k. discern when to take notes (e.g., in taking instructions from a supervisor)

2. Oral production

Students will be able to

a. perform all oral production objectives listed in Getting a Job

b. produce word stress and rhythm patterns common to complex sentences

c. produce phonemic varieties (e.g., spoken contractions: can't vs. cannot, aren't vs. are not, there's vs. there is, it's vs. it is)

d. produce intonation varieties used for special purposes in spoken American English (e.g., emphasis: He DID it. He did IT. HE did it. He did NOT do it.)

e. use complex statements to convey information (e.g., embedded statements: Wh-word + to + verb: They haven't decided what to do." "Type the letter which I dictated to you.")

f. generate questions with embedded structures to obtain, confirm and clarify information (e.g., "Do you know where these books go?")

g. answer questions with embedded structures to obtain, confirm and clarify information (e.g., "Yes, I know where they go.")

h. paraphrase statements in order to convey, confirm and clarify information (e.g., "In other words..." "You said to..." "You want me to...")

i. link sentences in oral discourse (e.g., use connectives and conjunctions ("First...and then..." "So..." "But..." "By the way...")

j. state need for help in improving spoken English (e.g., ask co-workers for appropriate pronunciation, new vocabulary definitions, and appropriate grammar)

3. Reading

Students will be able to

a. perform all reading objectives stated in Getting a Job

b. scan indexed and outlined material for specific information (e.g., look for specific entries in building directories, dictionaries, telephone directories, tables of contents, zip code directories)

c. interpret English dictionary pronunciation symbols

d. read discourse containing complex structures (of more than one clause) for general and supporting information (e.g., sentences in work manuals, office memos, employee manuals)

e. scan a series of related paragraphs for general and supporting information (e.g., in work manuals, company brochures, union literature, office memos)

f. recognize synonyms, antonyms, and homographs (e.g., read, present tense, and read, past tense) from their contexts

g. read printing and cursive writing

h. decipher cursive writing (e.g., illegible script)

i. decipher common abbreviations and punctuation symbols

j. interpret diagrammed materials (e.g., in graphs, maps, illustrations, directions for operating machines)

k. discern missing information
    1) e.g., missing zip codes
    2) e.g., omitted words or letters in words in material to be typed

4. Writing

Students will be able to

a. perform all writing objectives listed in Getting a Job

b. spell commonly used root words

c. append affixes to root words with accompanying spelling changes (e.g., nature - natural)

d. spell proper nouns and their abbreviations, including
    1) names of states: California, CA.
    2) names of cities: San Francisco, S.F.
    3) names of agencies: Social Security, S.S.; Internal Revenue Service, I.R.S.
    4) first names: William, Wm.

e. spell proper names and their acronyms (e.g., Bay Area Rapid Transit, BART; and Comprehensive Employment Training Act, CETA)

f. organize information into alphabetical, numerical, and classified order (e.g., for filing)

g. write dictation (e.g., in taking phone messages, taking customer orders, and writing requisitions)

h. construct complex sentences

1) e.g., those with embedded clauses: The secretary who is sitting by the window is the one you need to talk to.

2) e.g., those with adverbial clauses: If Mr. Jones comes in, please let me know.

i. punctuate complex senten[illegible]

j. link sentences into paragraphs (e.g., in writing reports and typing letters)

C. Cultural Awareness

1. Interpreting and using body language

Students will be able to

a. perform all body language in Getting a Job

b. utilize hand and head gestures that

1) signal: "Come here."

2) give direction: "It's over that way."

3) convey information: "Sh-h, meeting in progress." or "That's o.k."

c. recognize and respond to specific facial gestures conveying emotions and attitudes

1) e.g., respond to raised eyebrows used to express surprise

2) e.g., respond to pursed lips expressing dissatisfaction

3) e.g., respond to ear-scratching used to convey doubt

d. recognize and respond to specific body gestures conveying emotions and attitudes

  1) e.g., respond to shrugging shoulders used to convey either lack of knowledge or indifference

  2) respond to gestures indicating self

e. convey emotions and attitudes by using specific facial expressions (e.g., use extended eye contact to indicate sincerity)

f. convey emotions and attitudes by using specific body gestures (e.g., convey approval by back-patting)

g. recognize cultural and individual varieties in personal space requirements

2. Identifying cultural values, attitudes and behaviors

Students will be able to

a. perform all cultural values, attitudes and behavioral objectives listed in Getting a Job

b. identify American attitudes about work

  1) the work ethic

  2) time values

  3) starting at the bottom

  4) career planning

  5) hierarchical work relationships (e.g., employer/employee)

  6) coffee breaks and lunches

  7) overtime

8) raises and promotions

9) fringe benefits

10) unions

c. identify work courtesies and office customs, including

1) gift giving

2) showers

3) birthdays

4) holiday celebrations

5) after-work socializing and recreation

6) charity donations

d. identify behavior around "office politics" (e.g., "the grapevine, back-stabbing, griping, kissing-up, passing the buck.")

e. identify American values about interpersonal relationships at work (e.g., office friendships and office romances)

f. identify American attitudes about grooming for work, including attitudes about

1) clothing

2) hairstyles

3) make-up

4) jewelry

5) personal hygiene

g. demonstrate appropriate use of courtesy phrases, including those which

   1) express congratulations

   2) wish good luck

   3) convey holiday greetings

   4) convey sympathy

   5) give and accept compliments

   6) give, accept and decline invitations (movies, weddings, coffeebreaks, lunches)

   7) make and accept apologies and excuses (being late, losing temper, leaving the room, burping)

h. identify social conventions used at work to

   1) begin a conversation (e.g., "Hi, my name's... what's yours?" or "Are you new here?")

i. identify appropriate topics for small talk at work by discerning

   1) topics that are taboo in the dominant culture but acceptable in others (e.g., age, salary, death and dying)

   2) topics that are taboo in their own cultures but acceptable in the dominant culture (e.g., personal relationships)

   3) topics that are taboo in other subcultures but not in their own

j. drop body language in multi-cultural settings that is perceived as breaking taboos

k. identify attitudes about touching the other person while talking in

    1) the dominant culture

    2) their own culture

    3) other sub-cultures

l. identify attitudes about personal space as defined by

    1) the dominant culture

    2) their own culture

    3) other sub-cultures

m. identify American values about work and

    1) continuing education

    2) continuing skills training

    3) self-improvement

n. identify American values about assertive behavior

    1) as compared to aggressive behavior or hostility

    2) in "standing up for oneself"

o. identify American values in humor

    1) "sense of humor" as a valued personality trait

    2) slapstick and practical jokes

p. identify American social conventions around acceptable eating behavior

  1) e.g., "dutch treat" vs. "picking up the tab"

  2) e.g., "going out for coffee"

  3) e.g., accepting and declining invitations

  4) e.g., work farewell and retirement luncheons (chipping in, pre-dinner drinks, potlucks)

  5) e.g., sampling other cuisine

  6) e.g., offering and accepting food and beverages at the office

q. identify major language/culture groups in the Bay Area with which they may work, including

  1) the dominant culture
  2) Arab
  3) Black
  4) Chinese
  5) Japanese
  6) Korean
  7) Latino
  8) Native American
  9) Pilipino
  10) Southeast Asian

r. identify the major subcultures in the Bay Area with which co-workers may identify

  1) gay

  2) feminist

  3) political ideology

  4) religious

s. define their own cultural values about work

    1) in terms of values to be maintained

    2) in relation to those of the dominant culture

    3) in terms of values that conflict with those of the dominant culture

D. Contextual Areas

1. Developing familiarity with work situations

Students will be able to

a. describe surroundings

b. identify company structure and employee hierarchy

c. define job responsibilities

2. Establishing good work habits

Students will be able to

a. organize time by

    1) accomplishing given tasks within allotted time (whether it be one hour or one week)

    2) being on time to work and in coming back from breaks

b. organize space (e.g., arranging work area, desk and tools)

c. determine priorities (e.g., figuring out which work assignment is to be done first)

d. develop efficiency

    1) by not reduplicating work

   2) by not creating work for co-workers through own mistakes
   3) by balancing speed and perfection

  e. achieve accuracy
   1) e.g., in typing speed
   2) e.g., in following orders and directions
   3) e.g., in taking phone messages

  f. assess and express need for supervision (e.g., telling a supervisor when a task surpasses skills or training)

  g. handle pressure
   1) e.g., by completing novel or new work assignments
   2) e.g., by completing last-minute work without being unnerved
   3) e.g., by accepting new work responsibilities
   4) e.g., by working under close supervision

3. Interpreting and following instructions and directions

Students will be able to

  a. follow spatial directions
   1) e.g., to and from (location)
   2) e.g., top and bottom
   3) e.g., on the corner of

- b. follow chronological directions
    - 1) e.g., steps in specific tasks such as machine operation
    - 2) e.g., "first you do this...and then you do that"
    - 3) e.g., "follow steps A,B,C..."
- c. interpret orders and requests
    - 1) e.g., understand the use of the imperative: "Take these orders." "Process these papers." "Deliver this merchandise."
    - 2) "Would you mind...?" "Could you please...?"
    - 3) "Please..."
- d. interpret criticism and complaints
    - 1) e.g., distinguish sarcasm from compliments ("You're so fast!!!!!" "You're so early!!!!!" (examples used to convey criticism)
    - 2) e.g., separate criticism about work from personality differences

4. Giving instructions and directions and conveying information

Students will be able to

- a. give spatial directions for completing work (e.g., "Begin from left to right." "You'll see it across the street."
- b. give chronological directions for completing work (e.g., "Begin with..." "First you..." "And then..." "Finally..."

c. express orders and requests (e.g., "Return this...please..." "Take this to...please." "Would you mind..." "Can you please...")

d. express criticism and complaints (e.g., "This machine isn't working properly." "This typewriter is out of order.")

e. explain logic behind work behavior (e.g., give instructions as to how and why a certain job has to be done in a certain way)

5. Using telephones

Students will be able to

a. receive calls by

    1) answering the call
    2) giving information
    3) taking messages
    4) transferring calls
    5) closing the conversation

b. place business calls by

    1) making the connection
    2) giving or requesting information
    3) closing the conversation

c. use appropriate telephone etiquette by

    1) answering promptly
    2) speaking clearly

    3) taking and delivering messages promptly
    4) using appropriate phrases (e.g., "He's in conference." "She's away from her desk.")
    5) not using work phones for unneccessary personal business

6. Utilizing city, state, and federal agencies that protect employee rights and provide employee benefits

   Students will be able to

   a. evaluate situations related to
      1) fair employment practices, including
         a) equal pay
         b) non-discriminatory promotions
         c) evaluations
         d) termination of employment
         e) retaliation
      2) employer responsibilities, including
         a) Workman's Compensation payments
         b) safety and health regulations
         c) social security and other tax payments
      3) employee rights, including
         a) grievance procedures
         b) due process
         c) sick leave, overtime, time and a half

        d) vacation time, compensatory time
        e) disability payments
        f) union membership
        g) working conditions
        h) benefits

    b. recognize the appropriate agencies to contact for information on

        1) disability insurance (Employment Development Department)
        2) discrimination complaints (Equal Employment Opportunity Commission, Fair Employment Practices Commission, Human Rights Commission)
        3) labor laws such as minimum wage and hours (Department of Labor and Department of Industrial Relations)
        4) safety regulations (Division of Industrial Safety)
        5) social security (Department of Health, Education and Welfare)
        6) unemployment insurance (Employment Development Dept.)
        7) worker's compensation (Department of Labor and State's Department of Industrial Relations-Worker's Compensation Appeals Board)

    c. follow procedures for filing claims

7. Using standard work related documents

Students will be able to

a. review manuals, brochures, and handbooks on
    1) company policies and procedures
    2) employee rights, responsibilities, and benefits
    3) machine operations
    4) public relations literature
    5) labor union literature

b. interpret and complete forms, including
    1) paycheck stub
    2) insurance (medical and life)
    3) accident report
    4) disability (state disability and workman's comp)
    5) income tax forms (W-4 and W-2)
    6) unemployment
    7) discrimination complaint
    8) evaluation
    9) request for time-off, vacations, sick leave, etc.

8. Solving problems through reference sources

Students will be able to

a. use alphabetically arranged resource (e.g., company files, telephone directories, dictionaries, indexes, building directories)

   b. use topically arranged resources (e.g., references for specific occupations and publications related to social services)

   c. use graphically represented resources (e.g., road and geographic maps, graphs, time and tax tables, departure and arrival schedules, work schedules, floor plans, etc.)

9. Socializing (with fellow employees, supervisors, and the public)

   Students will be able to

   a. engage in informal conversation

      1) using conversation starters (e.g., "Are you new here?" or, in the lunchroom, "Is this seat taken?")

      2) drawing others into conversation (e.g., with information questions rather than yes/no questions)

      3) knowing boundaries of personal questions

      4) discerning gossip from conversation

      5) evaluating and adapting to various social situations (e.g., lunch break conversations as compared to chit-chat with supervisors)

   b. respond to moods and feelings

      1) by recognizing and responding to others' needs

         a) to ventilate

         b) for praise

         c) for privacy

         d) for silence

    2) by reading body language (see body language section)
  c. convey moods and feelings
    1) by exercising tact
      a) e.g., expressing positive attitudes
      b) e.g., disguising negative feelings
    2) by using appropriate body language
    3) by expressing disagreement without antagonism

MOVING AHEAD

A. General Objectives

The objective of this phase of a vocational ESL curriculum is to enable the students already employed to develop sufficient mastery of English to compete with native speakers of English for promotion. They will be able to use or manipulate the language in order to initiate conversations, to discern feelings and attitudes, to assert their own feelings, to make suggestions, and to modify the behavior of others.

One approach to culture may be seen as the way human beings make and sustain their life. Immigrants settling in the U.S. must learn to understand, participate in, and be critical of their new environment. At the same time, their own customs and traditions should be protected and encouraged to flourish. To this end, the students will utilize their acquisition of the target language to achieve their personal and occupational goals. While learning to understand the American value system, the students will also refine the tools of analysis that are needed to adapt to a new culture. Thus, a prime goal of cultural awareness is to help students to move from the position of passive observers of the American social and cultural scene to the role of active participants.

B. Language Objectives

1. Listening

   Students will be able to

   a. perform all listening objectives listed in Getting a Job and Holding a Job

   b. discern subtle connotations of spoken American English as in

      1) specific structures, including

         a) tag questions (You can finish by 5, can't you?)

        b) double negatives (You don't know nothin'!)

        c) inverted word order (He does things back-asswards)

        d) emphatic forms (The work must be done by 5 o'clock)

    2) varieties of pronunciation which always identify the moods of a speaker (e.g., pitch, tone, juncture, stress)

    3) figurative language used conversationally, including

        a) irony

        b) sarcasm

        c) understatement

c. understand agitated and emotional speech

d. recognize deliberately circuitous speech (e.g., "beating around the bush" or "gobbledygook")

e. discern facts from opinions

2. Oral Production

Students will be able to

a. perform all oral production objectives listed in Getting a Job and Holding a Job

b. add information, ask questions, and use stalling tactics to extend conversation initiated by others (e.g., I didn't hear...Could you repeat?...Well...Perhaps...Do you mean...?)

c. use rhetorical questions and similar techniques to initiate conversation with native speakers (e.g., Have you heard...? Did you hear about...? Are you sure about that?)

d. correct inaccuracies in restated information (e.g., That's not quite true...I believe you meant to say...I heard that)

e. generate critical ideas into acceptable wording (e.g., Working overtime will allow you a chance to catch up on your work. That's true, but... I think that... In my opinion...)

f. offer criticism when appropriate, including

    1) in evaluating work (e.g., I think this letter should be rewritten. I don't quite agree.)

    2) in evaluating co-workers

g. express opinions that

    1) agree (e.g., That's a great idea)

    2) disagree (e.g., In my opinion...)

    3) express neutrality (e.g., Whatever you decide is OK with me)

    4) offer unsolicited criticism (or opinion) where appropriate (e.g., I know you didn't ask, but I think...)

3. Reading

Students will be able to

a. perform all reading objectives listed in Getting a Job and Holding a Job

b. interpret rapidly written messages and directions (e.g., read a telephone message or memo intended for someone else)

   c. recognize inaccuracies and errors in written information, including

      1) proofreading and correcting someone else's work

      2) illogical reasoning

   d. paraphrase written discourse of pamphlet length (e.g., reading and interpreting instructional material such as manuals or descriptions of job duties and responsibilities)

   e. discern the "real message" of written discourse rather than its surface message (e.g., "read between the lines" of a glowing evaluation form)

4. Writing

   Students will be able to

   a. perform all writing objectives listed in Getting a Job and Holding a Job

   b. paraphrase complex oral instructions and messages, including

      1) generating and/or rewriting complex sentences and imperatives

      2) using qualifiers such as: however, although

      3) summarizing telephone messages

   c. organize information into specifics and generalizations (e.g., outlining, resume writing, taking notes in meetings)

   d. link paragraphs into discourse (e.g., writing business letters and reports)

C. Cultural Awareness

   1. Interpreting and using body language

Students will be able to

a. perform all body language objectives listed in Getting a Job and Holding a Job

b. recognize facial expression used for specific effect (e.g., supervisor says: "Yes, you may leave early today", but facial expression indicates extreme annoyance)

c. recognize body movement used for specific effect (e.g., supervisor wants worker to stay overtime: to create mood of acceptance, comes over and places hand on shoulder before making request.)

d. manipulate facial expressions to create desired effect

e. manipulate body movement to create specific effect (e.g., worker gives cues to other workers to resume working and stop socializing)

2. Identifying cultural values, attitudes, and behaviors

Students will be able to

a. perform all cultural values, attitudes, and behavioral objectives listed in Getting a Job and Holding a Job

b. mediate conflicts by

    1) recognizing dissension and the need for intervention

    2) identifying conflicting points (e.g., He says...but you say...)

    3) synthesizing and restating the essential points of view (e.g., What you're saying is...)

    4) proposing a solution (e.g., I think we could...)

c. recognize and practice evaluation skills by

   1) practicing self-appraisal: recognize strengths and weaknesses within oneself
   2) interpreting others' evaluations of one's strengths and weaknesses
   3) comparing demands of jobs with one's own strengths and weaknesses
   4) recognizing strengths and weaknesses of others (e.g., supervisor may ask for an opinion: Who would you promote?)
   5) stating appraisal in positive terms (e.g., "He works steadily but could speed up." instead of "He is a slow worker.")

d. recognize and respond to a sense of territory by

   1) recognizing limits of territory/space in an office setting (e.g., identify whether or not it's appropriate to sit at or look through someone else's desk, work area, and working materials)
   2) recognizing situations in which permission must be asked first (e.g., identify whether or not it's appropriate to use someone else's work equipment by asking permission: "May I borrow your stapler, typewriter, telephone, wrench, broom, etc?")
   3) recognizing the American need for privacy
      a) e.g., if a co-worker is reading during a coffee break, determine whether or not it's appropriate to interrupt
      b) e.g., if two co-workers are talking, determine (through body language or conversational cues) whether or not it's appropriate to interrupt or join the conversation

e. recognize and respond to the limits of intimacy by

   1) recognizing when intimacy/friendship offered within office setting may not transfer to another setting (e.g., worker may have lunch or socialize during coffeebreak with co-worker, but may never be invited to co-worker's home.)

   2) recognizing whether discussion of personal problems is appropriate or not (e.g., supervisor or co-worker asks, "What's the problem?", but in fact doesn't really want to know details of worker's personal life.)

   3) gracefully withdrawing from personal discussions that they find uncomfortable (e.g., co-worker states details from personal life and asks for opinion/advice)

f. analyze situations and attitudes including

   1) the positive and negative aspects of the job market (e.g., few positions in accounting field open, but openings available in related fields)

   2) the attitude that criticism of American culture and cultural values by Americans is deemed acceptable (e.g., a native-born person may criticize the U.S. but will react adversely if an immigrant does)

   3) that certain occupations carry different prestige values from culture (e.g., administrator, teacher, bank employee, etc.)

   4) their own attitudes and needs in regard to American society and cultural values (e.g., students should not feel pressured to adopt traditions and values inconsistent with their own)

g. recognize attitudes and practice responsibility by

  1) recognizing and practicing the need for personal responsibility

    a) e.g., take responsibility for arriving to work on time -- don't blame Muni, BART, traffic, weather, etc.

    b) e.g., take responsibility for separating family obligations from the job

  2) taking the initiative in their personal and job-related activities (e.g., if student hears "rumor" that a new position at a higher salary is about to open up, should show initiative and make appropriate inquiries)

  3) distinguishing between the responsibilities of co-workers and supervisor (e.g., if a worker needs to have a decision made, go to the person in charge of that specific area)

  4) recognizing that an individual isn't always to blame when a problem arises (e.g., a supervisor promises a promotion and is replaced by another person who doesn't honor previously made commitment)

h. identify attitudes about authority figures

  1) recognize that familiarity within a hierarchical structure does not break down that structure (e.g., even if a supervisor is a friend, he must still be seen as a supervisor

  2) recognize that mannerisms and style of dress don't always distinguish authority figures

  3) recognize that not all teachers, supervisors, etc., see themselves as hierarchical figures

4) recognize that teachers, supervisors, etc., aren't always obliged to give instructions

i. identify attitudes about upward mobility

1) recognize that involvement in interpersonal relationships may have adverse consequences

2) recognize and cope with existing protege/patron relationships

3) recognize that protege/patron relationships can be used to further career aspirations

4) recognize opportunities for special work assignments and volunteer for them without alienating co-workers (e.g., by selecting assignments that will show-off special abilities)

5) recognize the value of planting a "visual image" of dress style prior to seeking promotion

6) identify when they have reached their preferred career levels based on personal choice and abilities

7) identify additional skills and training needed to achieve desired career goal

a) e.g., if a clerk, recognize the additional office skills needed to be an executive secretary

b) e.g., if a waiter, recognize the additional food-service skills needed to be a maitre'd

B. Contextual Areas

1. Transmitting information

Students will be able to

a. restate instructions (e.g., Do you mean...? Did you say...? Let me see if I've got this...)

b. ask questions to clarify and to obtain missing information

   1) e.g., appropriate Wh - questions such as Which flight?...when does it arrive?... who will be arriving?

   2) e.g., I'm sorry, I didn't catch your name. What was it?

   3) e.g., Excuse me, but where did you leave the file?

c. discern and correct listener's misinterpretations (e.g., Listener. "I'm supposed to finish this letter in 10 minutes?" Speaker: "No, but I hope to have it done by tomorrow.")

2. Making requests

Students will be able to

a. recognize and utilize appropriate channels of authority, formal and informal, including

   1) not going over someone's head (Excuse me, but who should I talk to about...)

   2) observing other workers in the channels they use

b. express requests at various levels of politeness, including

   1) formal: I hope we can get together tomorrow. Would
      you mind if I left early?

   2) informal: Is it OK to leave early today?
      What do you think of doing it this way?

c. determine levels of formality

   1) e.g., "May I" versus "Shall I" versus "gimme"

   2) e.g., whether to address a person by first name only or by title (Mr., Miss, Mrs., Ms.) and last name

d. produce written memos/letters of requests

    1) e.g., writing memos requesting vacation time, leave of absence, etc.

    2) e.g., writing requisitions, etc.

3. Making suggestions

Students will be able to

a. recognize and express degrees of subtlety in suggestions using various devices, including

    1) using softeners and conditionals

        a) "Your typing has improved, but don't you think you should practice at home or take a typing class?"

        b) "In my opinion, you could type 55 wpm if you practiced a little."

        c) "That's fine, but you can do better than that."

    2) prefacing a critical suggestion with an initial positive comment

b. utilize appropriate means of communicating suggestions

    1) casual conversation: If you ask me....
    Don't you think it's a good idea...
    If I were you...

    2) formal conversation: I'd like to suggest that the company...

    3) writing: a memo submitted to supervisor suggesting improvements in the department

4. Soliciting and giving assistance

   Students will be able to:

   a. assess abilities and needs of subordinates, co-workers and supervisors

      1) e.g., by saying to a supervisor, "I think ______ might need help this afternoon."

      2) e.g., through peer evaluation

   b. offer and accept assistance using appropriate formality (e.g., Would you mind if...? Would it bother you if...? How about...? You might want to... I would appreciate it if...)

METHODS AND MATERIALS
FOR TEACHING VOCATIONAL ESL

METHODS AND MATERIALS: VOCATIONAL ESL

When discussing the approaches to teaching Vocational ESL, it should be understood that teaching materials and methods must be adapted to meet the needs of each center, program, teacher, and student. There is no one "perfect format" for teaching a unit in either "Getting a Job," "Holding a Job," or "Moving Ahead." Nor would any one teacher be expected to teach all of the language or all of the contextual objectives listed in any one unit. Rather, each teacher should pull out what s/he perceives as being relevant to the teaching situation at hand.

-Materials-

For Native Speakers: There has been little research and limited literature on the area of Vocational ESL. There have been fewer commercially produced texts, tapes, movies, or other teaching aids to teach it. This is understandable in view of the fact that only recently has the area of teaching job-finding skills to native speakers of English been explored. The few books that have been published in this area are, for the most part, designed for native speakers and must be adapted to English language learners according to their needs and competence.* The language of such commerical books may need to be simplified in terms of grammar and vocabulary. The material itself may need to be broken down into smaller units because of its cultural assumptions. These assumptions may be well-understood by the native speaker but are probably confusing to the English language learner.

Standard ESL Texts: An alternative to adapting vocational skills texts may be to use ESL texts but to change the context to a vocational one. For example, a standard ESL text may be used to teach points of grammar but the teacher may write exercises with these grammar points which use vocational terminology and which are set in vocational situations.

Writing New Materials: A third alternative is to write new materials, a time-consuming but exciting and creative venture. At times, this may be easier than adapting vocational materials or straight ESL materials. For example, Telephone Skills,* a series of tapes and worksheets developed by Fil-Am and MLVS teachers, was written to fill a gap left by the lack of commercially available materials.

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*see bibliography for a list of such books

Tying Language and Contextual Objectives Together: Whatever alternative is used for materials development, those worksheets, dittoed materials, books, tapes, video-tapes, etc., should be part of an overall classroom effort designed to provide the students with the linguistic and paralinguistic skills needed to get a job, hold a job, and move ahead in it. Although the objectives in these units are divided into two main parts, language and contextual, the instructor should tie the two together in teaching a unit. In this Master Plan, they have been arbitrarily divided so that teachers could join any one set of contextual objectives to any one set of language objectives in any unit. There are a variety of ways to tie the two types of objectives together. For example, to teach job interview questions:

Contextual Objectives	Language Objectives
Job Interview Questions:	
Where are you from? What was your last job? When will you be available for work? How long have you lived here?	WH-Questions Tenses: Present, Past, Present Perfect, Future
Are you a citizen? Yes, I am. Have you ever been arrested? No, I haven't Do you have any references? Yes, I do. Did you commute to work? No, I didn't. Are you going to get a driver's license? Yes, I am.	Yes/No Questions Affirmative and Negative short answers Tenses: Present, Past, Present Perfect, Future

-Methods-

The methodology that exists has been devised by individual instructors in their programs since they have had to teach this area to their students. They have learned by doing. The ideas that follow are the result of their experiences. It is hoped that such ideas will be useful not only to other Vocational ESL instructors but also to ESL instructors, particularly those teaching ESL 300 or above, who may wish to incorporate some of these ideas into their classes for their working students.

Standard ESL Methods: Methods of instruction, of course, include standard ESL pedagogy: audio-lingual, cognitivist, counseling-learning, direct method, eclectic, traditional, etc. However, in Vocational ESL classrooms, these have had to be adapted, mixed, and supplemented. Bilingual instruction has been used quite successfully in centers and classes where only one language group is represented. Also, the chronological presentation of English language skills may not work if there is a student who must use a variety of language structures on the job or in an interview. For example, it may not be practical to teach present and past tenses first and delay the teaching of modals and complex tenses. To teach listening/speaking skills first and delay instruction on reading/writing would also present difficulties to students who need all of these skills. Some of these things cannot be postponed but must be taught concurrently.

Suggestions for Teaching Oral/Aural Skills: Although increasingly sophisticated reading and writing skills are taught, most vital are the speaking/listening skills. These are what the student worker uses most and must use with the greatest facility at work. Oral/Aural methods of instruction should be foremost in the classroom. Teachers will often find themselves relying heavily on dialogues, roleplaying, oral drills, and pronunciation exercises. Dialogues can be teacher/student-written or commercially produced, and can be used to teach interview skills, among other things. Role-playing can be used to teach a variety of contextual objectives. With a tele-trainer, it can be very effective for teaching telephone skills. Oral drills and pronunciation exercises can be used to increase the students' comprehension/self-expression and to teach specific contextual objectives, such as those involved in giving and following directions.

Suggestions for Teaching Reading/Writing Skills: Although less emphasized than speaking/listening, reading and writing should not be neglected. They can be used with increasing skill as the students progress in their work, reinforcing oral production and listening comprehension. Moreover, reading and writing are needed if students work in clerical positions or if they assume more responsible positions at work. For example, someone hired initially as a janitor may be offered a promotion to a supervisory position that requires better reading/writing skills. In the classroom, dictation drills can be used to sharpen message-taking and note-taking abilities. Spelling exercises can be given to increase correct spelling. Scanning exercises in reading can teach a specific skill, such as scanning for specific information. Here, the teacher gives students a series of questions and then gives them a reading selection to find the information. The instructor gives a series of exercises with the same length and difficulty but gradually decreases the working time. Students soon learn to scan for specific information more and more quickly and accurately. All such exercises will increase the students' reading and writing abilities. The chances for keeping a job and for promotions improve proportionately with the quality and number of skills a student can employ.

Suggestions for Increasing Communicative Competence: Students need to know how to communicate effectively in English; their jobs, their livelihoods, and their economic survival depend on this ability. Drills emphasizing communicative competence are essential. Students need to know how to convey their ideas. They also need to be able to understand concepts and ideas in a new and different cultural milieu, and to show this understanding. For this, they must know how they are perceived by others in conversational interchanges. Video-taped exercises where students act out typical work situations provide students invaluable insight into how they appear to others. Pre-recorded video-tapes of native-speaker work interchanges can also be used to illustrate good communication and to point out miscommunication. Such tapes are often less expensive, more timely, and more available than commercially produced movies, if the teacher's work-site has access to video equipment. Teachers can either make or borrow such tapes from other centers.* Video-tapes can be produced to teach both language and contextual objectives and to demonstrate appropriate work interactions. A tape could be made to demonstrate a "typical" conversation between an employee and a supervisor where the employee needs to make sure that s/he has understood verbal directions by asking and answering appropriate questions. These mini-movies can be written, produced, and acted out by teachers and students in a short period of time. Both the mini-movies themselves and the process of making them provide opportunities for understanding and practicing effective communication. The tele-trainer can also be of great help in demonstrating telephone skills and involving students in role-playing situations. Tele-trainers are also useful in checking students in role-playing situations. Tele-trainers are also useful in checking students' listening comprehension and in teaching students how to make themselves understood over the telephone.

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*listed in bibliography

Suggestions for Teaching Cultural Awareness: In addition to teaching the traditional language skills, some thought must be given to the methods and materials to be used in teaching cultural awareness. Many work-related attitudes and employment values are culture-bound. These must be identified for the student who may have a different cultural experience. In teaching cultural awareness, the instructor must be wary of proselytizing. Whether intentional or not, implying that the values of the target language/culture are somehow better than the students' can make those students less open to different cultural values. Or, it can cause the students to mistakenly believe that they should and can devalue their own cultures. And often when the students see little worth in either their own or the target language/culture value system, they become less efficient language learners because of decreased motivation.

Cultural awareness and the ability to perceive when it might be advantageous to adopt some of the target language values temporarily, are the teaching goals to work for. The students should be able to perceive that these values do not supplant those of their native cultures, but serve as an adjunct to them. For example, when students go to work, they would use and understand those values defining acceptable social behavior. But when they are at home, they would use native values with family and friends of the same culture. At work, they might be very informal and on a first-name basis when addressing co-workers. At home they may rely on more formal and appropriate terms of address when talking with family and friends.

In teaching cultural awareness, the teacher should be careful to enumerate the cultural varieties with which the student may come in contact. This is especially true if the student is enrolled in a program where all the students are from the same language/culture. In San Francisco, the student, when he becomes a worker, will come in contact not only with people from mainstream America, but will probably also work with people from all over the world. Values clarification exercises, particularly in classes with students from a variety of backgrounds, can be used effectively to show students how to contrast their value systems with that of others. Culture mini-lessons, on specific points of mainstream American cultural assumptions about such things as appropriate work habits, can be used in both single culture and multi-culture classes. These mini-lessons can be in lecture form, in adapted readings, or in the use of actual documents related to work (e.g., brochures on employee rights). Other presentations can be in the form of guest speakers from business (employees, former students, or personnel representatives), movies (some from educational publishing firms and others from private industry), or field trips to actual job sites. Advance preparation and follow-up can help the students gain the skills to make observations about appropriate work behaviors on his own. Directed and free discussion can be particularly helpful to the student placed at a job-site or who is working while attending classes. They can be given a forum to discuss what goes on at the job.

If the students are from the same language/culture backgrounds, and if the teacher shares that background, explanations in the students' own language can clear up cultural misunderstandings more quickly and easily than in English. In teaching cultural points, the teacher is explaining content and not necessarily teaching a language skill. Therefore, the teacher can give a more sophisticated explanation in the students' native language than might be possible in English. However, if students do not share a language, simplistic explanations sometimes may have to be given to the students because of their limited command of English.

Lesson Plans and Teaching Ideas: At the end of this summary are sample lesson plans and teaching ideas developed by Vocational ESL teachers. They can be used as reference points in developing original lesson plans. Also noted are books that Vocational ESL instructors have found particularly useful.

LESSON PLAN NUMBER 1
(Getting a Job)

"Getting Your Foot in the Door"

by
Alicia Kenter
and
Victor Turks
of
Mission Community College Center

"HELP YOUR STUDENTS GET A FOOT IN THE DOOR":

Job Interview Preparation

Mission CCC

Victor Turks
Alicia Kenter

Vocational ESL Workshop May 19, 1979

TABLE OF CONTENTS

I. Introduction

II. Cultural Notes

III. An Interview Checklist

IV. Work Vocabulary - Synonyms

V. Interview Dialogues

VI. Proper and Improper Interview Questions

To the teacher:

The lessons and student activities contained herein have been designed with advanced ESL students (Level 400/500) in mind. Over the years, our involvement has been with students enrolled in bilingual vocational training programs. Among other things, our role as Vocational English teachers has called on us to help our students in their job search.

We therefore welcome this opportunity to share our materials with those of you, who like us, are pioneers in the field of Vocational ESL. One of our major tasks is to help the bilingual student attain enough English language proficiency to be able to take an interview and -- keeping our fingers crossed -- land a job. Our challenge then is to introduce the kind of English essential in such a context. It has often been said that the Job Interview is a "job to get a job". We concur with this wholeheartedly, and we are sure that you do, too.

Victor Turks
Alicia Kenter

San Francisco, 1979

Name______________________

AN INTERVIEW CHECKLIST

Directions: Circle TRUE or FALSE for each statement.

1. TRUE or FALSE It's a good idea to show up fifteen minutes late for your interview.

2. TRUE or FALSE In an interview you discuss your skills and abilities and also your work experience.

3. TRUE or FALSE The interviewer is always a man.

4. TRUE or FALSE It's natural to be a little nervous before the interview.

5. TRUE or FALSE Anybody can take an interview. There are no special skills to learn.

6. TRUE or FALSE In an interview if something is not clear, the applicant should not hesitate to ask questions.

7. TRUE or FALSE Grooming means the way you speak.

8. TRUE or FALSE Eye and body control means that you look at the interviewer when you are asked questions.

9. TRUE or FALSE "Do you have a driver's license?"

   "Yes, I want." = is the correct answer.

10. TRUE or FALSE "I quit my last job because it was boring."-- is a smart thing to say during an interview.

Communication Skills Name______________________

PROPER & IMPROPER INTERVIEW QUESTIONS

Directions: Circle PROPER if the question is a proper one for a job interviewer to ask an applicant.

Circle IMPROPER if the question is improper (or illegal) and should not be asked by the interviewer.

* * * * * * * *

1. PROPER or IMPROPER Who recommended you to our company?
2. PROPER or IMPROPER What is your age?
3. PROPER or IMPROPER What is your date of birth?
4. PROPER or IMPROPER How many years experience do you have?
5. PROPER or IMPROPER What do you think are your strong points?
6. PROPER or IMPROPER What do you think are your weak points?
7. PROPER or IMPROPER Do you have children?
8. PROPER or IMPROPER What are your career goals?
9. PROPER or IMPROPER What is your race?
10. PROPER or IMPROPER What schools did you attend?
11. PROPER or IMPROPER Can we check with your former employer for references?
12. PROPER or IMPROPER What church do you attend?
13. PROPER or IMPROPER Are you married, divorced, separated, widowed or single?
14. PROPER or IMPROPER Why did you leave your previous job?
15. PROPER or IMPROPER Are you a veteran?
16. PROPER or IMPROPER Have you ever been arrested?

17. PROPER or IMPROPER If you have no phone, where can we reach you?

18. PROPER or IMPROPER What languages do you speak?

19. PROPER or IMPROPER Can you do extensive traveling?

20. PROPER or IMPROPER What clubs or organizations do you belong to?

21. PROPER or IMPROPER Do you rent or own your own home?

22. PROPER or IMPROPER Why did you leave your previous job?

23. PROPER or IMPROPER What does your wife/husband do?

24. PROPER or IMPROPER What did you like or dislike about your previous jobs?

25. PROPER or IMPROPER What is your educational background?

* * * * * * * * *

Adapted from : "Dear Abby" -- syndicated column by Abigail Van Buren, San Francisco Chronicle, February 11, 1979.

LESSON PLAN NUMBER 2
(Holding a Job)

"Using the Telephone"

by
Louise Yee
of
Downtown Community College Center

Using the Telephone

A. Contextual Area

Students will be able to:

1. Receive calls by:
   - -answering the call
   - -giving information
   - -taking messages
   - -transferring calls
   - -closing the conversation
2. Place business calls by:
   - -making the connection
   - -giving or requesting information
   - -closing the conversation
3. Use appropriate telephone etiquette:
   - -introduce self

B. Language Objectives

Listening

Students will be able to:

- -recognize contractions and other reduced forms
- -recognize urgency of call
- -understand varieties of conversation speed
- -understand varieties of dialects

Oral

Students will be able to:

- -paraphrase statements
- -use complex statements to convey information. e.g., I don't know where the supervisor is.
- -generate questions with embedded structures. e.g., Do you know where the typewriter is?
- -use idioms and expressions. e.g., Hold on! Just a second!

Using the Telephone (cont.)

Writing

Students will be able to:
- produce printing and cursive writing
- spell proper names
- spell proper nouns and abbreviations
- write dictation
- paraphrase speech into a single sentence

C. Cultural Objectives

Students will be able to:
- demonstrate appropriate use of courtesy phrases. e.g., Please hold on. I'll transfer your call.
- demonstrate business-like telephone manners. e.g., "He's out of the office at the moment. May I take a message?

METHODS AND MATERIALS

1. Role-playing
2. Controlled dialogues

a. telephone trainer - Practice dialogues and situations
b. tape recorder - For students to listen to their own pronunciation and recognize area in need of improvement.

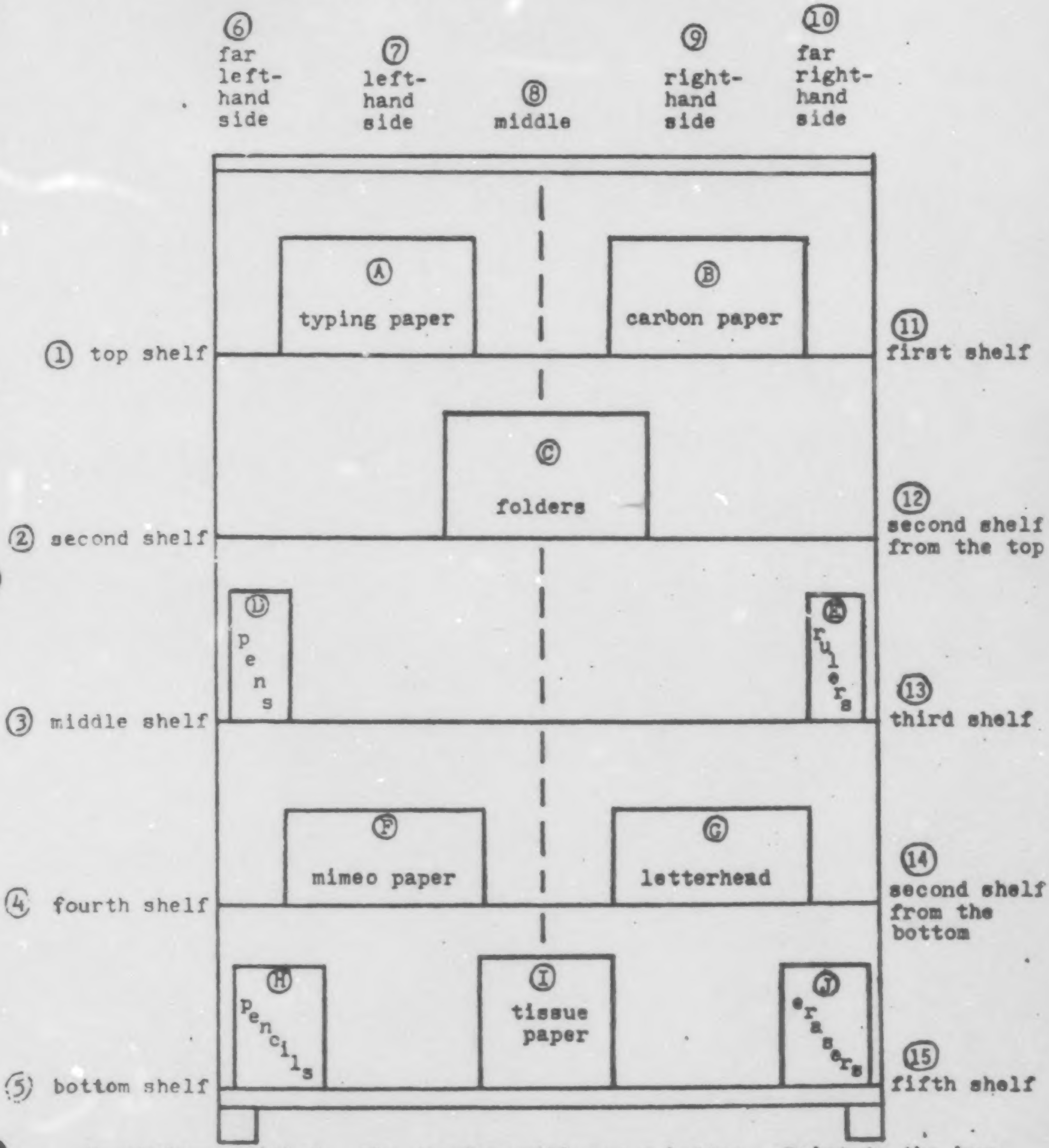
LESSON PLAN NUMBER 3
(Holding a Job)

"Locating Items in a Supply Cabinet"

by
Chris Paeth
of
Chinatown Resources and Development Center

LOCATING ITEMS IN A SUPPLY CABINET

Vocabulary Drill 1. The teacher will say a number. Point to that number and repeat the phrase given by the teacher.


⑥ far left-hand side
⑦ left-hand side
⑧ middle
⑨ right-hand side
⑩ far right-hand side
① top shelf
② second shelf
③ middle shelf
④ fourth shelf
⑤ bottom shelf
⑪ first shelf
⑫ second shelf from the top
⑬ third shelf
⑭ second shelf from the bottom
⑮ fifth shelf
Ⓐ typing paper
Ⓑ carbon paper
Ⓒ folders
Ⓓ pens
Ⓔ rulers
Ⓕ mimeo paper
Ⓖ letterhead
Ⓗ pencils
Ⓘ tissue paper
Ⓙ erasers

Vocabulary Drill 2. The teacher will say a letter. Point to the box with that letter. Repeat the name of the item.

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LOCATING ITEMS IN A SUPPLY CABINET

Exercise 1. Look at the drawing on page 1. The teacher will give the location of an item. Give the letter of that item.

Examples:	Teacher:	Student:
1.	The left-hand side of the fourth shelf	F
2.	on the far right-hand side of the bottom shelf	J
3.	in the middle of the second shelf	C

Exercise 2. Look at the drawing on page 1. The teacher will ask where an item is located. Tell the location of the item.

Examples:	Teacher:	Student:
1.	Where is the tissue paper?	It's in the middle of the bottom shelf.
2.	Where's the letterhead?	It's on the right-hand side of the fourth shelf.
3.	Where are the pens?	They're on the far left-hand side of the middle shelf.
4.	Where's the typing paper?	It's on the left-hand side of the top shelf.

Exercise 3. Look at the drawing on page 1. Tell where to put each item in the list below.

erasers
mimeo paper
folders
letterhead
pens
typing paper
rulers
tissue paper
carbon paper
pencils

Examples:	Teacher:	Student:
1.	erasers	Put them on the far right-hand side of the bottom shelf.
2.	mimeo paper	Put it on the left-hand side of the fourth shelf.
3.	folders	Put them in the middle of the second shelf.

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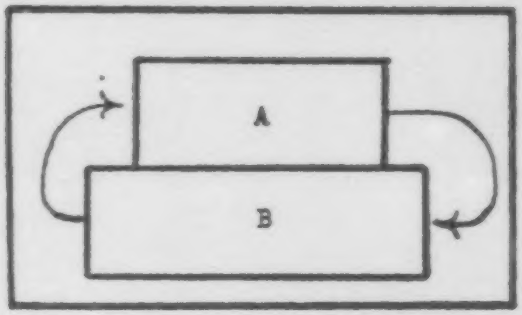
Vocabulary Drill 3. The teacher will say a letter. Point to the box with that letter. Repeat the phrase that describes the location of that box.

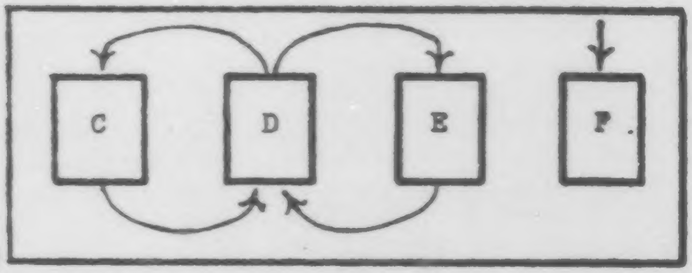


Example:

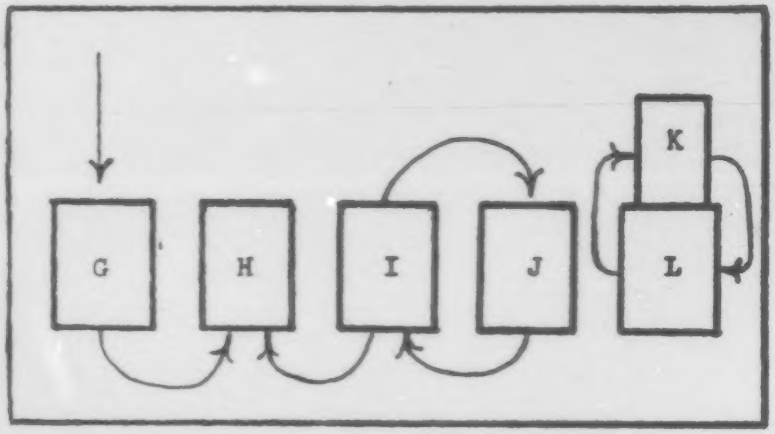
Teacher: A
Student: (points to box A)

Teacher: on top of B
Student: (repeats the phrase)

A - on top of B
B - under A
C - to the left of D
D - between C and E
E - to the right of D
F - on the far right-hand side



Vocabulary Drill 4. Give the phrase (indicated by the arrows) to describe the location of each box. Give the answers orally first. Then write the phrases after the letters.



G -
H -
I -
J -
K -
L -

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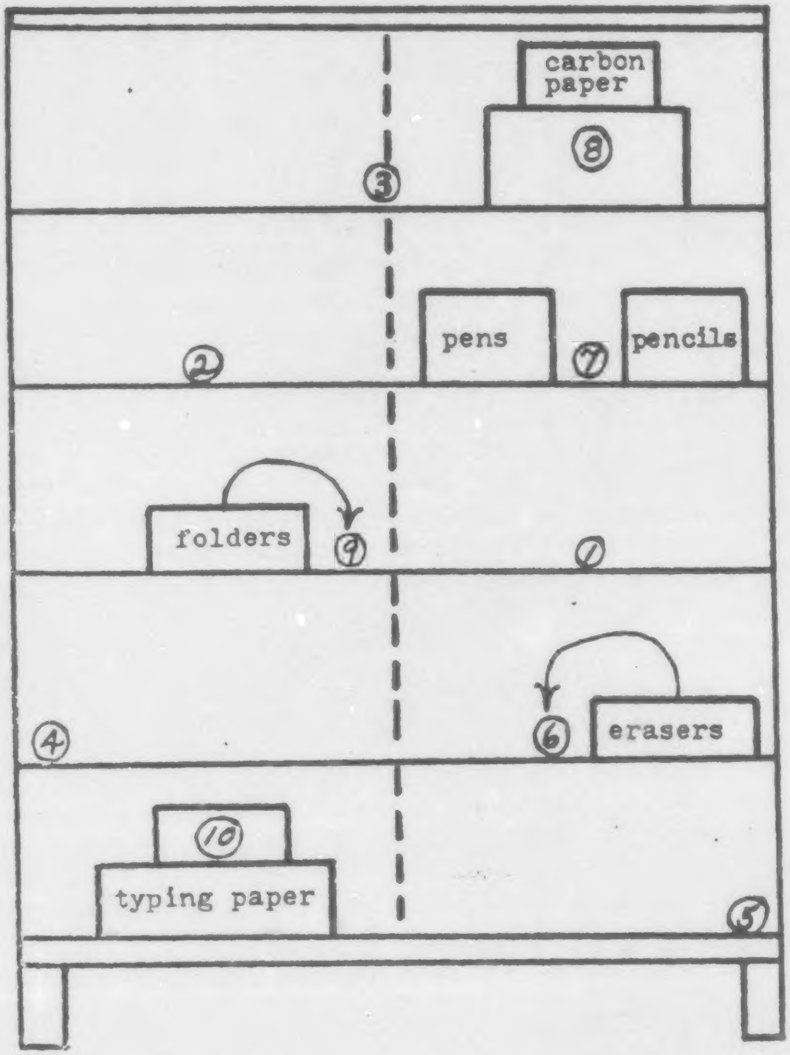
LOCATING ITEMS IN A SUPPLY CABINET

QUIZ 1. What is the location of each number or number and its arrow? Match each number on the drawing with one of the phrases below. Write the number on the line by the correct phrase.



on the right-hand side of the middle shelf ____

in the middle of the top shelf ____

on the right-hand side of the fourth shelf to the left of the erasers ____

on the left-hand side of the bottom shelf on top of the typing paper ____

on the left-hand side of the second shelf ____

on the right-hand side of the top shelf under the carbon paper ____

on the far left-hand side of the fourth shelf ____

on the far right-hand side of the bottom shelf ____

on the right-hand side of the second shelf between the pens and the pencils ____

on the left-hand side of the middle shelf to the right of the folders ____

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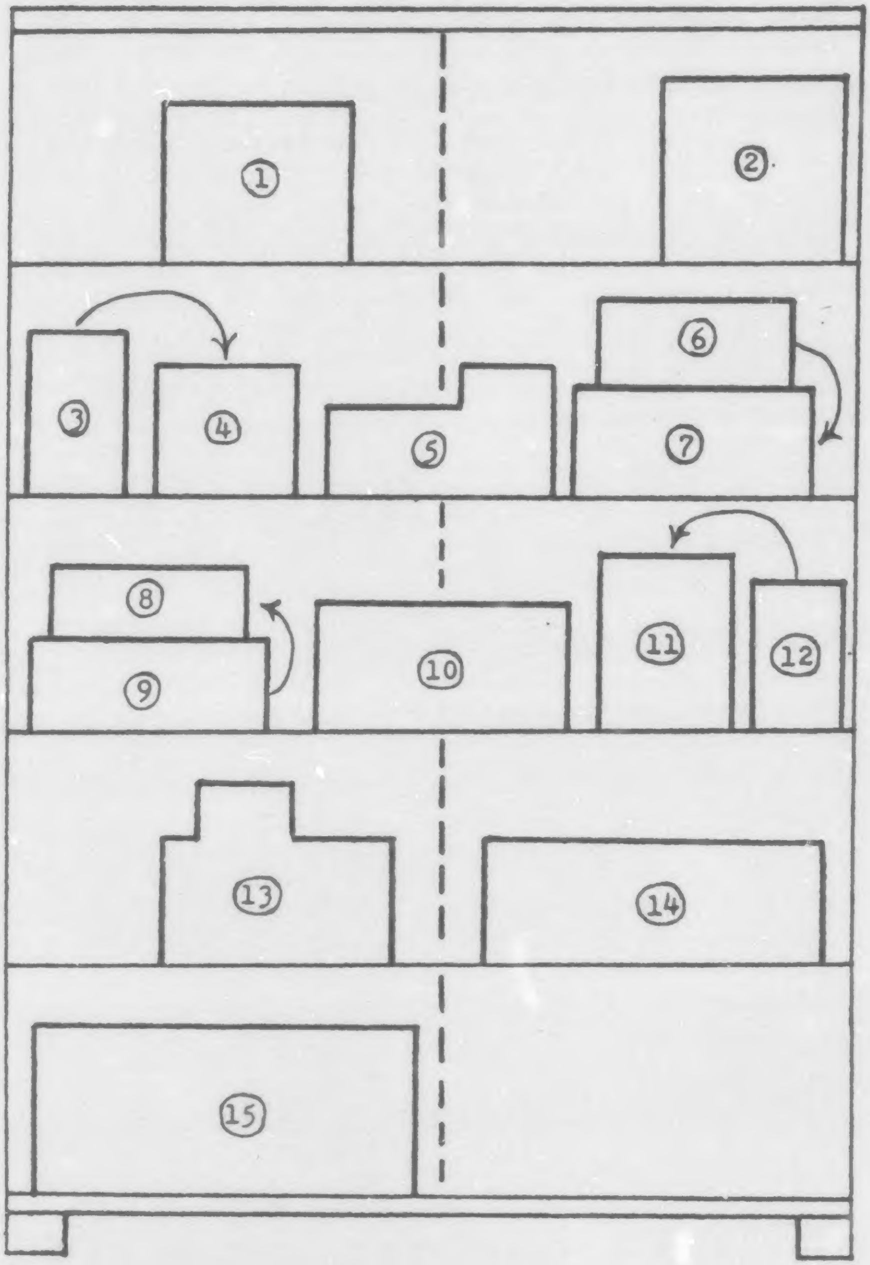
LOCATING ITEMS IN A SUPPLY CABINET

QUIZ 2. The teacher will give a number.
Point to the numbered box and tell where it is located.
Use a complete sentence.

Examples: (#4) It's to the right of #3 on the second shelf.
It's between #3 and #5 on the second shelf.

(#7) It's under #6 on the second shelf.

(#8) It's on top of #9 on the left-hand side of the middle shelf.



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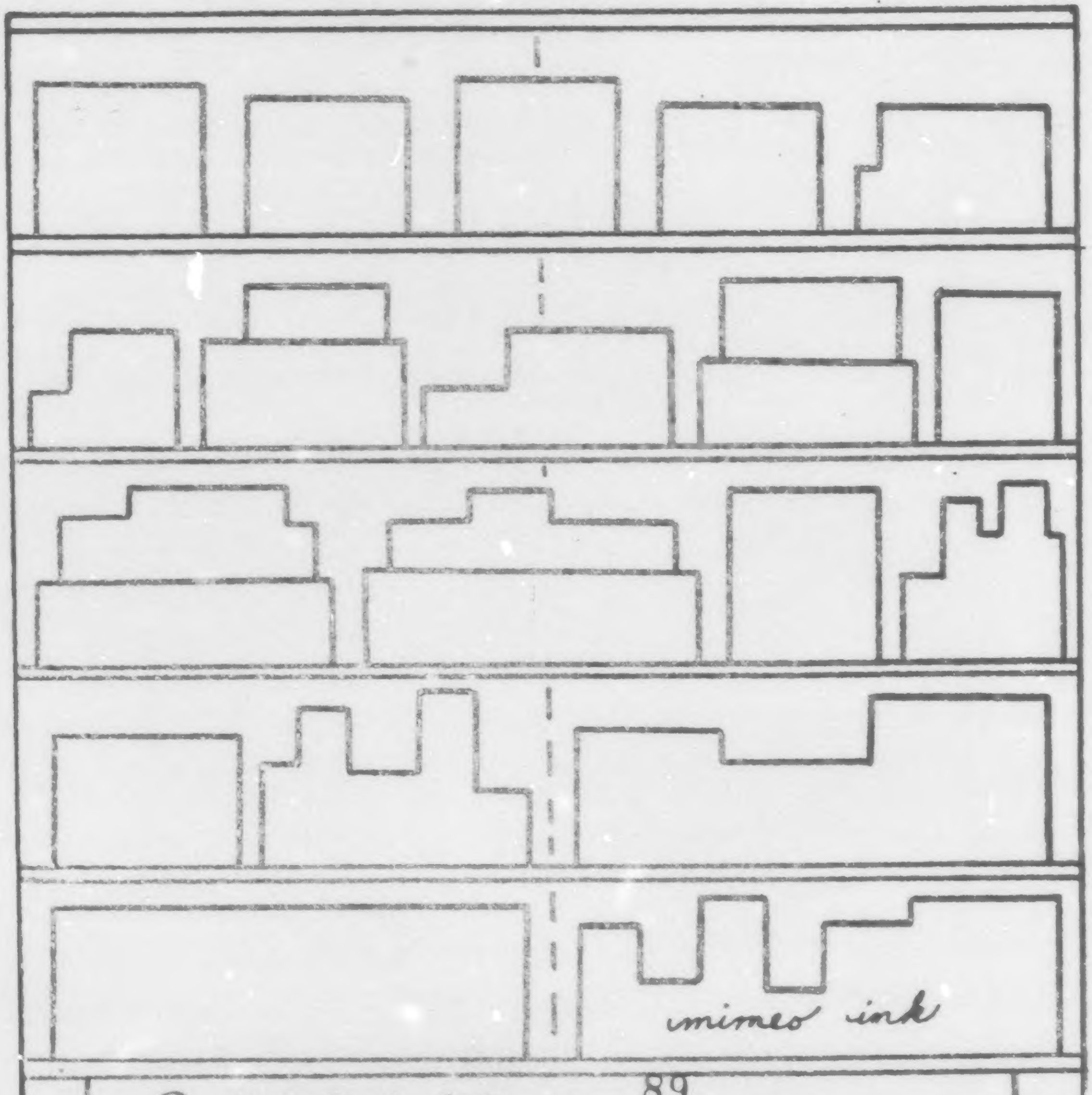
LOCATING ITEMS IN A SUPPLY CABINET

Vocabulary Drill 5. The teacher will display an item and give its name. Repeat the name of the item.

1. mimeo ink
2. typing paper
3. memo pads
4. rulers
5. 3 x 5 cards
6. thumb tacks
7. mimeo paper
8. Scotch tape
9. staples
10. labels
11. liquid paper
12. tissue paper
13. letterhead
14. rubber bands
15. pens
16. pencils
17. erasers
18. paper clips
19. typing ribbons
20. stencils
21. correction fluid
22. folders
23. carbon paper

Exercise 5. Listen to the instructions. The teacher will tell you where to put an item. Write the name of the item in the location given.

Example: Put the mimeo ink on the right-hand side of the bottom shelf.



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Dictated Instructions for Exercise 5 on page 6:

1. Put the mimeo ink on the right-hand side of the bottom shelf.
2. Put the typing paper on the far left-hand side of the top shelf.
3. Put the memo pads on the far right-hand side of the top shelf.
4. Put the rulers in the middle of the second shelf.
* 5. Put the 3 x 5 cards to the right of the rulers on the second shelf.
* 6. Put the thumb tacks on the second shelf on top of the 3 x 5 cards.
7. Put the mimeo paper on the right-hand side of the fourth shelf.
8. Put the Scotch tape in the middle of the middle shelf.
* 9. Put the staples to the left of the Scotch tape on the middle shelf.
10. Put the labels on the far right-hand side of the second shelf.
11. Put the liquid paper on the far right-hand side of the middle shelf.
12. Put the tissue paper in the middle of the top shelf.
* 13. Put the letterhead between the typing paper and the tissue paper on the top shelf.
* 14. Put the rubber bands on top of the Scotch tape on the middle shelf.
15. Put the pens on the far left-hand side of the second shelf.
* 16. Put the pencils between the rulers and the pens on the second shelf.
17. Put the erasers on top of the pencils on the second shelf.
* 18. Put the paper clips on top of the staples on the middle shelf.
* 19. Put the typing ribbons between the Scotch tape and liquid paper on the middle shelf.
20. Put the stencils on the far left-hand side of the fourth shelf.
* 21. Put the correction fluid to the left of the mimeo paper on the fourth shelf.
22. Put the folders on the left-hand side of the bottom shelf.
23. Put the carbon paper between the shorthand pads and the tissue paper on the top shelf.

* The order of the phrases can be reversed.

Example: #5 above

"Put the 3 x 5 cards to the right of the rulers on the second shelf."

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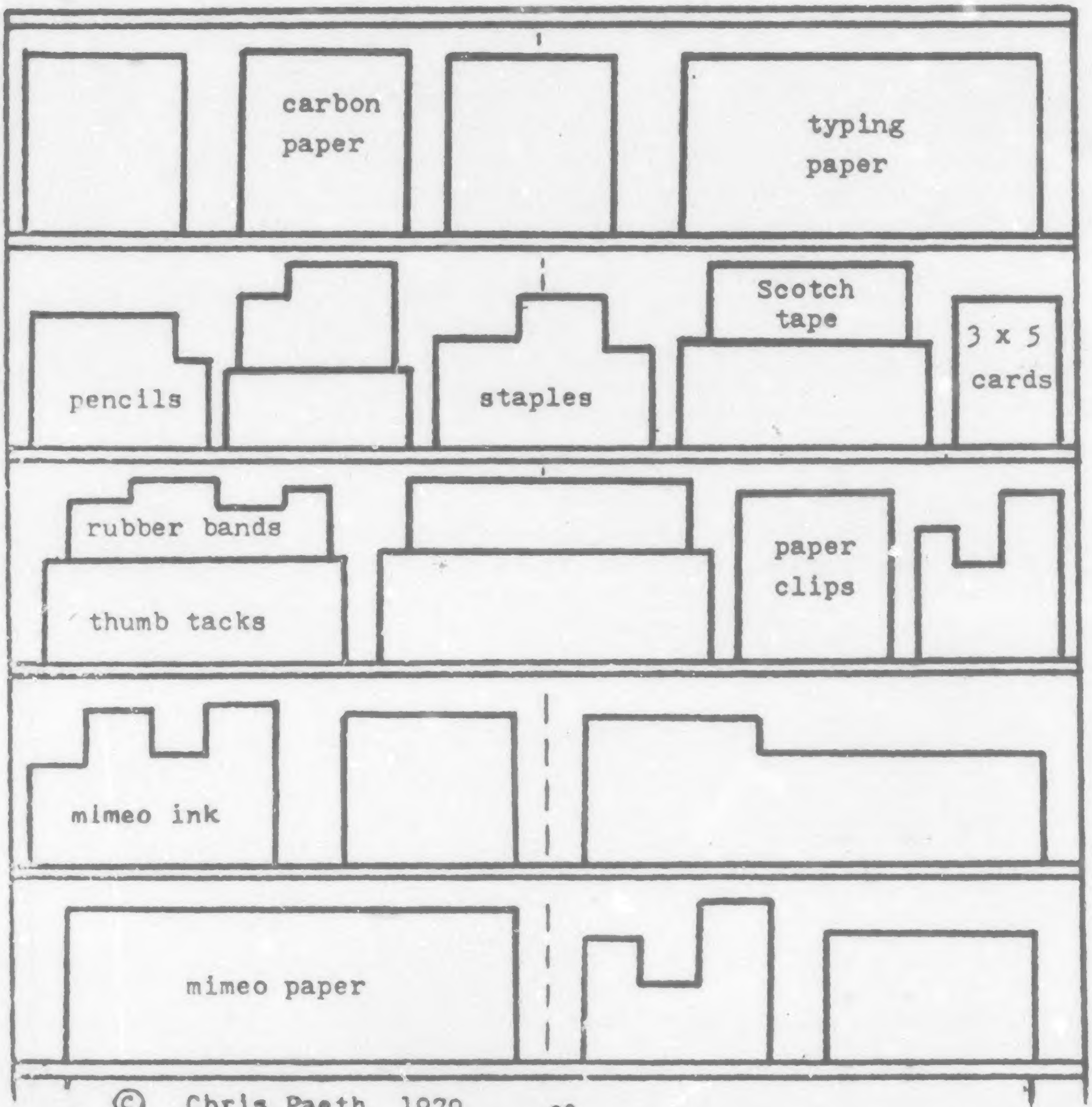
LOCATING ITEMS IN A SUPPLY CABINET

STUDENT A

Dyad Exercise: You and your partner have different drawings. The items on your drawing are not on your partner's drawing. And the items on your partner's drawing are not on your drawing. Don't look at your partner's drawing. Ask your partner where the items listed below are located. Take turns. Student A will ask about item 1. Then Student B will ask about item 1 on his list, etc. Add the items to your drawing.

1. folders
2. tissue paper
3. erasers
4. memo pads
5. letterhead
6. typing ribbons
7. correction fluid
8. rulers
9. stencils
10. labels
11. pens
12. liquid paper


carbon paper
typing paper
pencils
staples
Scotch tape
3 x 5 cards
rubber bands
thumb tacks
paper clips
mimeo ink
mimeo paper

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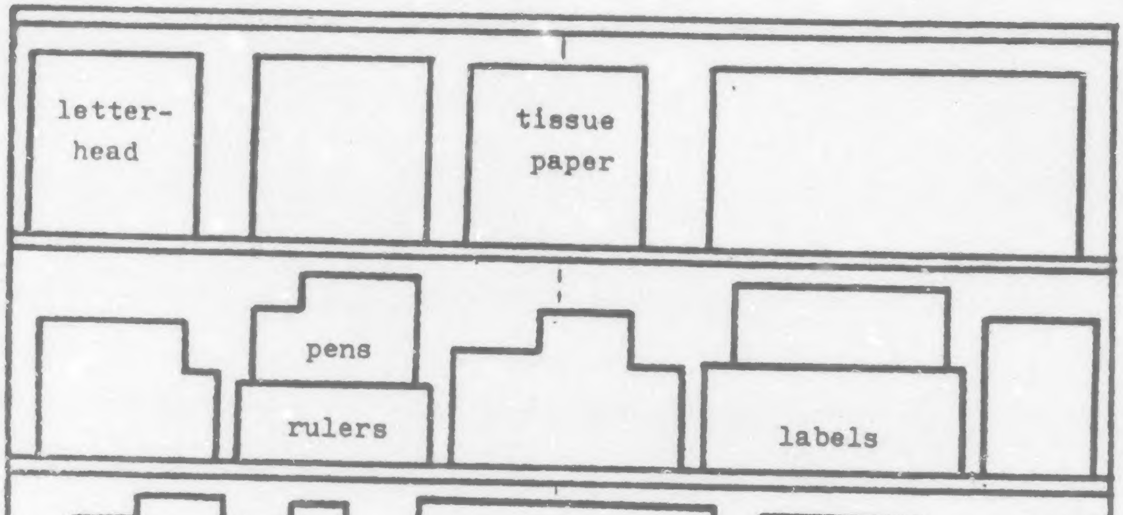
LOCATING ITEMS IN A SUPPLY CABINET

STUDENT B

Dyad Exercise: You and your partner have different drawings. The items on your drawing are not on your partner's drawing. And the items on your partner's drawing are not on your drawing. Don't look at your partner's drawing. Ask your partner where the items listed below are located. Take turns. Student A will ask about item 1. Then Student B will ask about item 1 on his list, etc. Add the items to your drawing.

1. mimeo paper
2. typing paper
3. pencils
4. paper clips
5. carbon paper
6. staples
7. thumb tacks
8. rubber bands
9. mimeo ink
10. 3 x 5 cards
11. Scotch tape


letter-
head
tissue
paper
pens
rulers
labels
typing ribbons
memo pads
erasers
stencils
folders
liquid
paper
correction
fluid

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Culminating Exercise - A Complete Physical Response

Construction Instructions: Use the drawing on page 6 as a pattern to make a chart with five shelves and boxes for all the items as shown. Make a pocket in each box into which a card bearing the name of the item can be placed. Construct and label a card for each item so that when it is placed into the correct pocket the name of the item is visible.

Exercise Instructions: The teacher will hand a labeled card to a student and, using the instructions on page 7, give the directions as to where to place it. The student will put the card in the appropriate pocket.

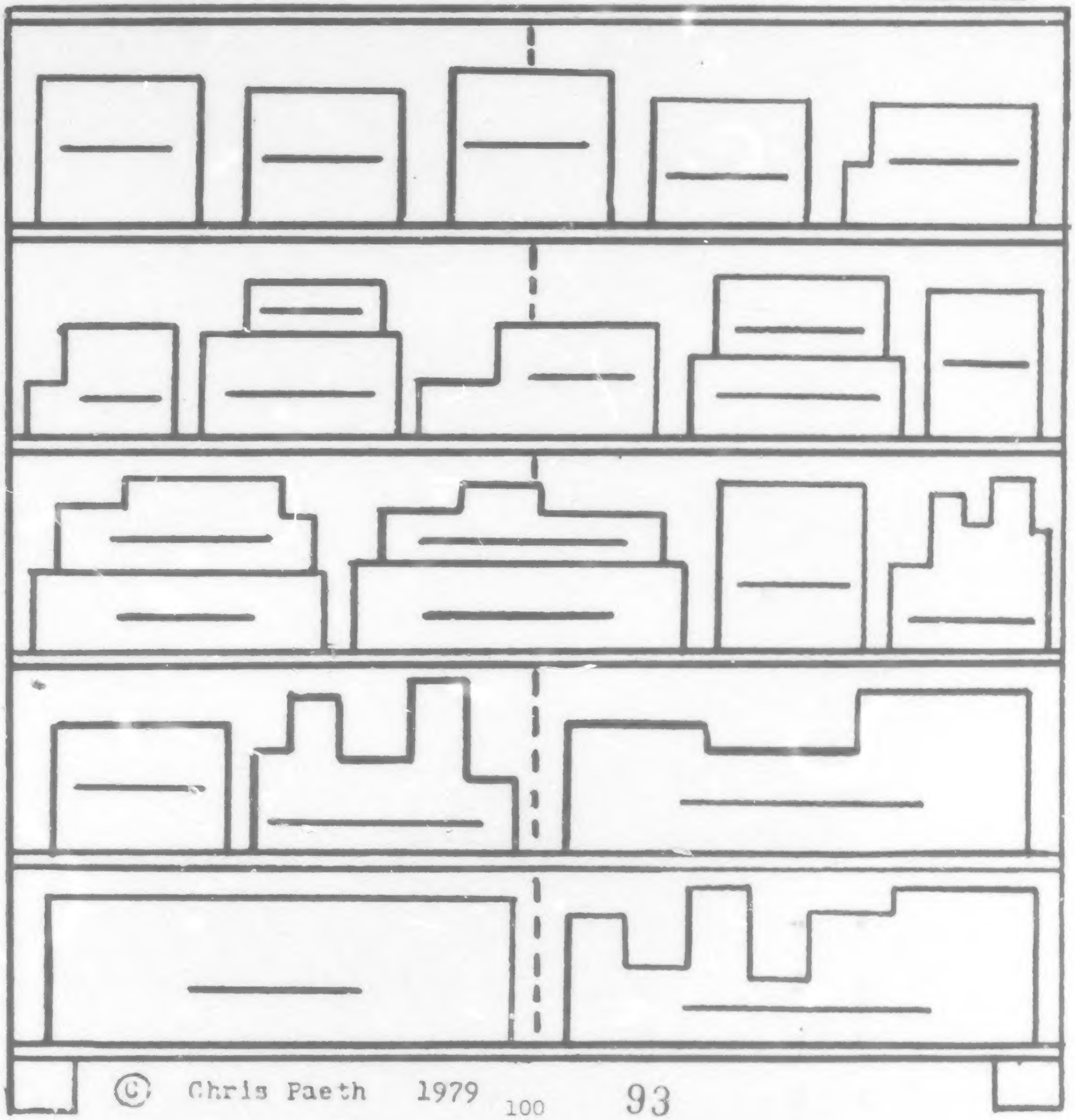
Examples:

Put the mimeo ink on the right-hand side of the bottom shelf.

mimeo ink

Put the typing paper on the far left-hand side of the top shelf.

typing paper



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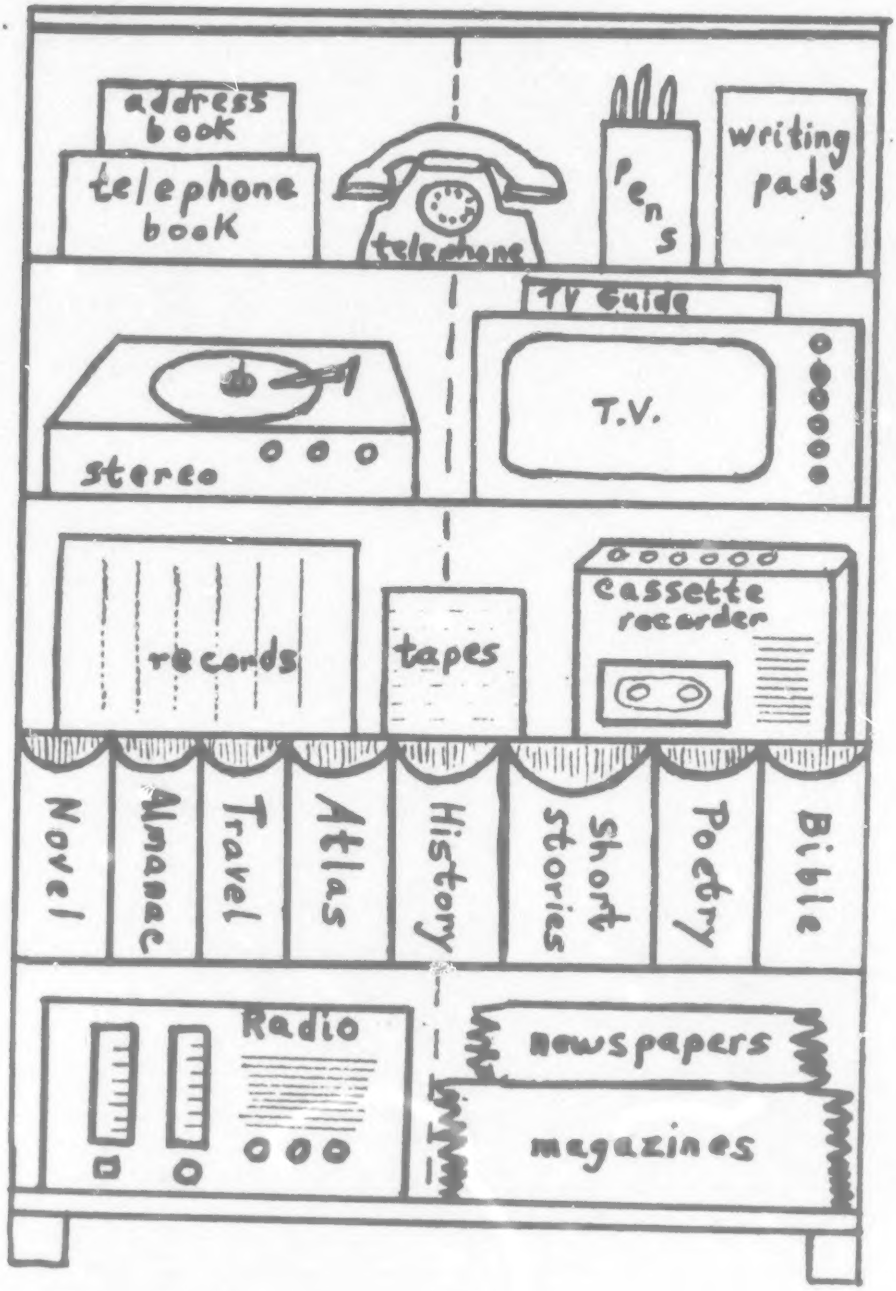
LOCATING ITEMS ON LIVING ROOM SHELVES

(Can be used after page 5 for additional drill)


address book
telephone book
telephone
pens
writing pads
TV Guide
stereo
T.V.
records
tapes
cassette recorder
Novel
Almanac
Travel
Atlas
History
Short stories
Poetry
Bible
Radio
newspapers
magazines

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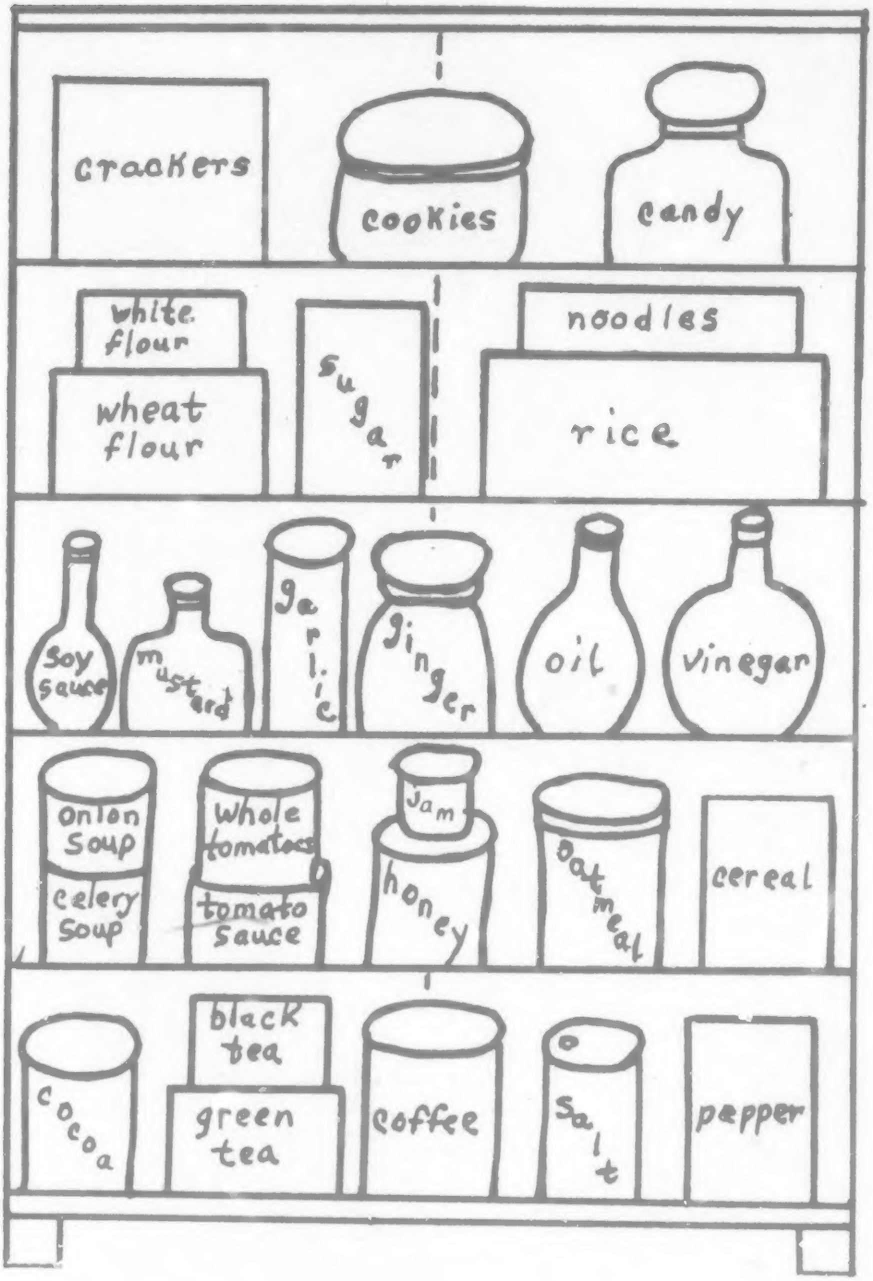
LOCATING ITEMS IN A KITCHEN CUPBOARD

(Can be used after page 5 for additional drill.)


crackers
cookies
candy
white flour
wheat flour
sugar
noodles
rice
soy sauce
mustard
garlic
ginger
oil
vinegar
onion soup
celery soup
whole tomatoes
tomato sauce
jam
honey
oatmeal
cereal
cocoa
black tea
green tea
coffee
salt
pepper

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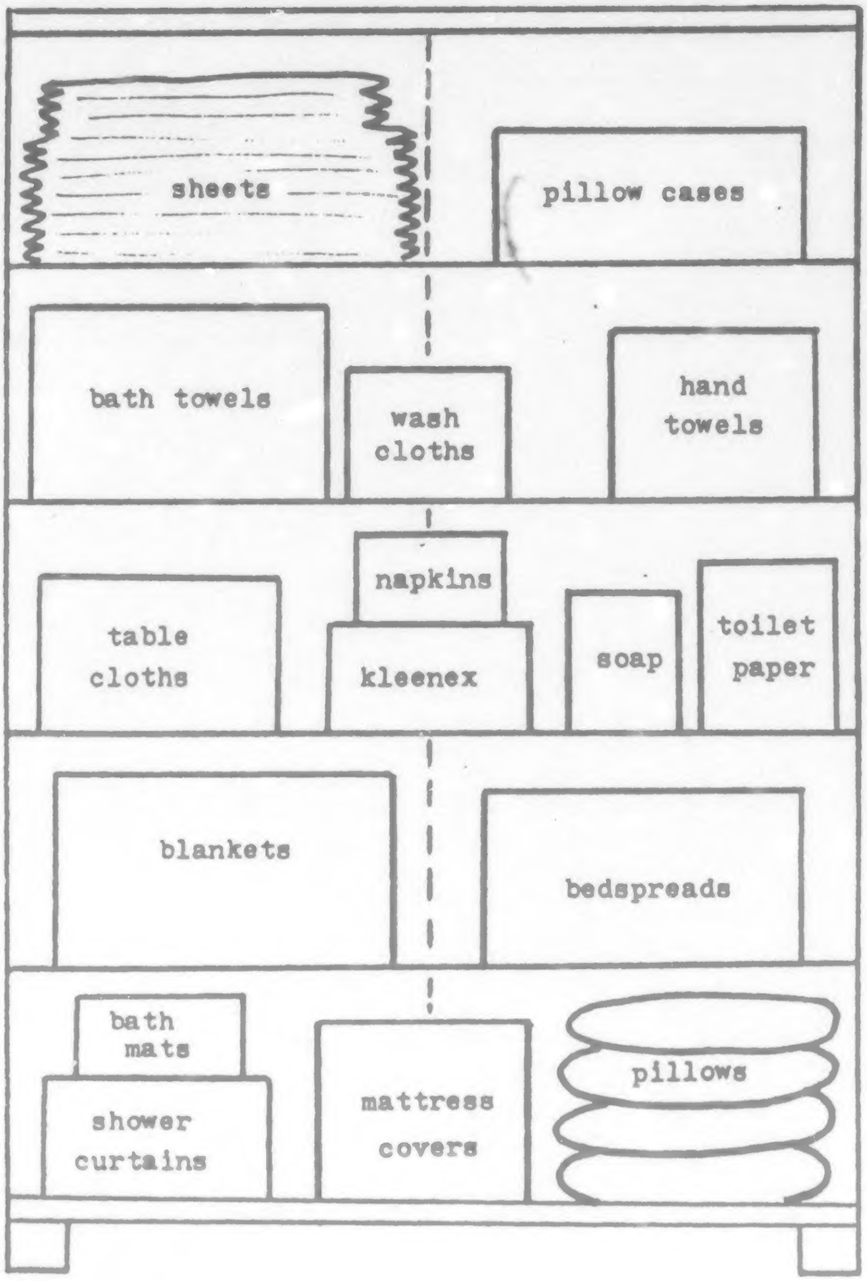
LOCATING ITEMS IN A LINEN CLOSET

(Can be used after page 5 for additional drill)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pillow cases
bath towels
wash cloths
hand towels
napkins
table cloths
kleenex
soap
toilet paper
blankets
bedspreads
bath mats
shower curtains
mattress covers
pillows

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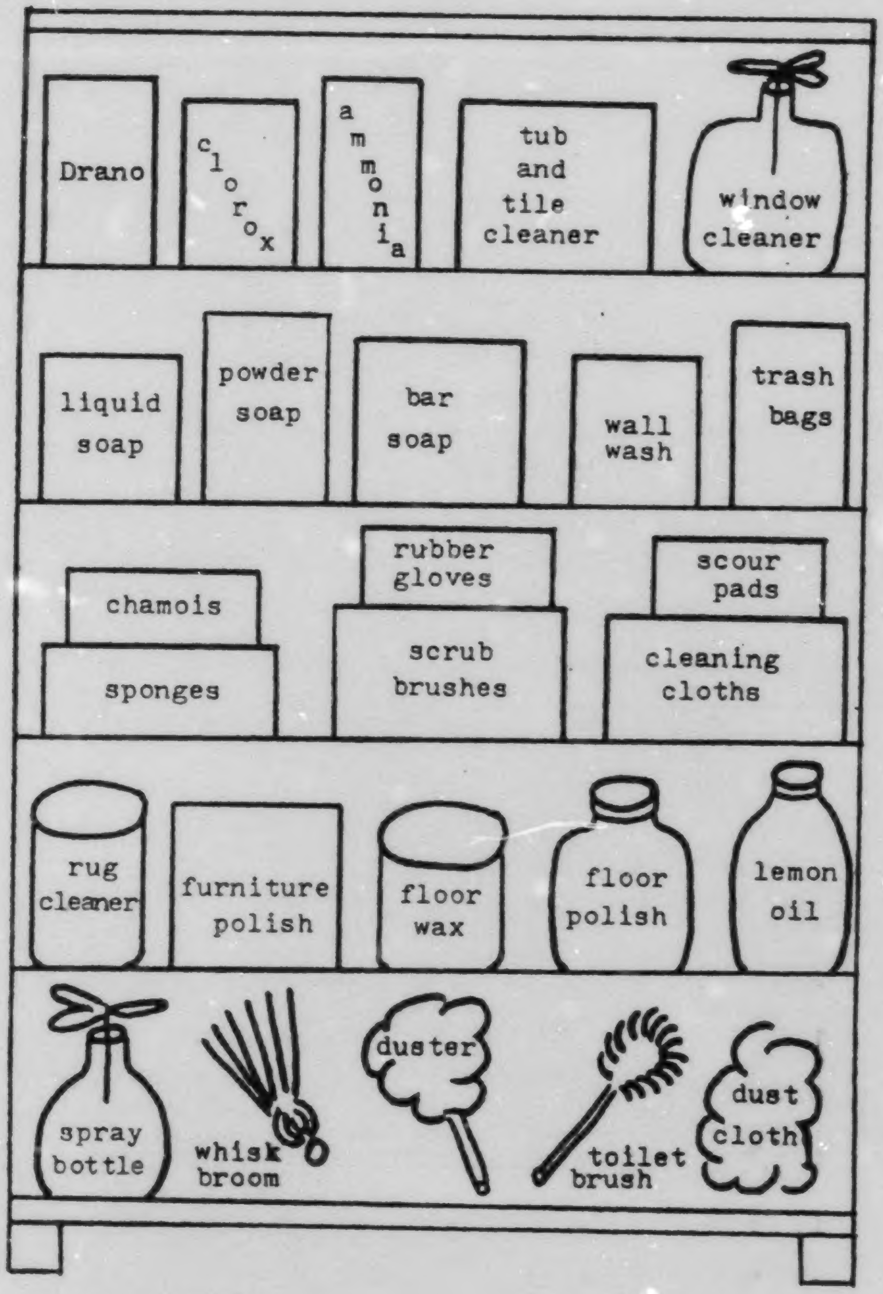
LOCATING ITEMS IN A CLEANING SUPPLY CABINET

(Can be used after page 5 for additional drill)


Drano
clorox
ammonia
tub and tile cleaner
window cleaner
liquid soap
powder soap
bar soap
wall wash
trash bags
chamois
sponges
rubber gloves
scrub brushes
scour pads
cleaning cloths
rug cleaner
furniture polish
floor wax
floor polish
lemon oil
spray bottle
whisk broom
duster
toilet brush
dust cloth

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LESSON PLAN NUMBER 4
(Holding a Job)

"Verbalizing Assumptions"

by
Lynn Savage
of
Chinatown Resources and Development Center

OBJECTIVES: to teach student understanding and usage of single word and two-word adjectives before nouns and to identify specific objects. Upon completion of this lesson, the student will be able to:

a. recognize whether phrases are statements or questions by distinguishing between rising and falling intonation patterns

b. produce short phrases with single word and two-word adjectives before nouns to make questions

SUGGESTED PROCEDURES

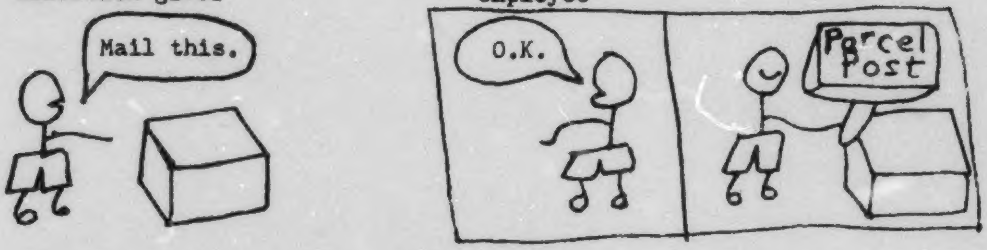
I. Before the Lesson

A. Explain the objective

Discuss with the students what can happen when part of some instructions are missing and the persons following the instructions assumes something without confirming his assumption with the instruction giver.

First, present them with an illustration of such a situation.

e.g., direction giver employee



Then, ask them if the direction giver told the employee how to mail the package. Ask them what the different classes of mail are. (first, second, third, fourth, air, parcel post, etc.) Ask them what is missing from the directions given (what kind of mail to use. Ask them what the employee assumed (that it should go parcel post) and why they think he assumed that (parcel post is cheaper). Ask them when a package wouldn't go parcel post (when there's a rush). Ask them what the employee should have done before he mailed the package (confirmed his assumption with the person who gave the directions).

Tell them that in this lesson they will practice verbalizing assumptions about instructions.

B. Define the Context

Tell the students that the vocabulary focus for this lesson will be objects (supplies and equipment) found around offices and adjectives which describe them.

Elicit from the students names for various supplies and equipment. Focus on ones which vary in size, make, etc. so that you can also elicit adjectives to describe them.

e.g., supply or equipment	descriptive adjectives
envelopes	legal-size, letter-size, No. 10
filing cabinet	two-drawer, four-drawer
typewriter	electric, manual, pica, elite
telephone	company, pay
copy machine	IBM, Xerox
paper	mimeo, typing, duplicating
pen	ball-point, fountain, felt-tip
paper punch	two-hole, three hole-
letterhead stationery	business, personal

C. Prepare them Grammatically

1. Explain adjectives. Write some sentences on the board and ask them to tell you which word is the adjective.

   e.g., It's a black typewriter.
   It's a good machine
   It's a new desk.

2. Show them some pieces of equipment or some supplies and ask them to describe each, making sentences like those above.

3. Expand the list of equipment and supplies to ones which require hyphenated adjectives before the noun. Use "with" phrases to do this, and write them on the board.

   e.g., a filing cabinet -- with how many drawers?
   a pen -- with what kind of point?
   a paper punch -- with how many holes?

4. Illustrate how the information from these "with" phrases can be moved before the noun to make a hyphenated adjective:

   e.g., A filing cabinet ~~with~~ two drawer~~s~~
   A pen ~~with~~ ~~a~~ ball point
   A paper punch ~~with~~ three hole~~s~~

   (Note: dropping the "s" ending on the noun to become an adjective may be a problem.)

II. The Lesson

A. Listening exercise

1. Have students turn to this page in their workbook. Review the illustrations with them by asking them to name the objects and to describe each one.

e.g., What is it?	What kind of "x" is it?
1. a copy	a carbon copy
2. an envelope	an interoffice envelope
3. a typewriter	an elite typewriter
4. a pencil	a Number 2 pencil

2. Turn on the or act out the dialogues for the students. Have them fill in the parts of the dialogue that are missing.

3. Correct the answers.

4. Read questions 1 and 2 under I-C and illustrate on the blackboard how to indicate stress (e.g., bláckboard) and how to indicate rising (⤴) and falling (⤵) intonation.

5. Play the tape or act out the dialogues again for the students. Have them indicate stress and intonation.

6. Stop the tape as soon as all students have reached a consensus on the answers to questions 1 and 2 under I-C.
   (#1 - that speaker B uses rising intonation, indicating a question although no question words are used;
   #2 that spearker B stresses the adjectives, the new information, not the nouns, the old information)

7. Give the students a few minutes to answer questions 3 and 4 under I-C.

8. Elicit from the class the answers to 3 and 4 and discuss if necessary.
   (#3 that speaker B repeats the articles and nouns used by speaker A
   #4 that speaker B puts stress on the adjectives because that is the information that is new)

B. Response Excerise

1. Have students turn to this page in their workbook. Review the illustrations with them by asking them to name the objects and to describe each one.

e.g., What is it?	What kind of "x" is it?
1. a copy	a xerox copy
2. a restroom	a ladies' restroom
3. a filing cabinet	a four-drawer filing cabinet

2. Turn on the tape or act out the three examples.

3. After the examples, stop for any questions.

4. After answering question, have students do the exercise without any interruptions. The student takes part B; the teacher or tape part A. The purpose of this exercise is for students to develop the habit of quickly verbalizing an assumption.

5. After completing the exercise, check the worksheets.

6. If students have made many errors on the worksheet, provide additional practice. Give them simple commands (verb - object, without describing the object). Have them ask you questions by describing the objects. If they have trouble creating language of their own, cue their questions with visuals. Listen carefully during this additional practice to be certain they are using rising intonation with their questions.

C. The Quiz

1. Have students turn to the quiz for this lesson in their workbook, and read the directions to themselves.

2. Answer any questions the students have.

3. Give the quiz. Either play the tape or read the items (one time only) and allow a few seconds for them to circle the correct answer.

4. Correct the quizes immediately so that you can work with the students who hare having the most difficulty during the next exercise.

D. Pair Practice

1. Demonstrate how this exercise works by drawing both sides of one of the cards on the board. Take the part of Student A and have the class take the part of Student B. Continue the demonstration with other cards until all students understand the part of Student B.

2. Change roles with the class. Take the part of Student B and have the class take the part of Student A. Use the same cards as in the preceding item.

3. Divide the class in half. Have one half take the part of Student A; the other half, the part of Student B. Then have the halves change parts.

4. Have students turn to the pair practice exercise for this lesson in their workbook and tear or cut the sheet on the dotted line, making smaller cards.

5. Group students by pairs and assign one of the pair role A; the other, role B. Then have them switch roles.

III. After the Lesson

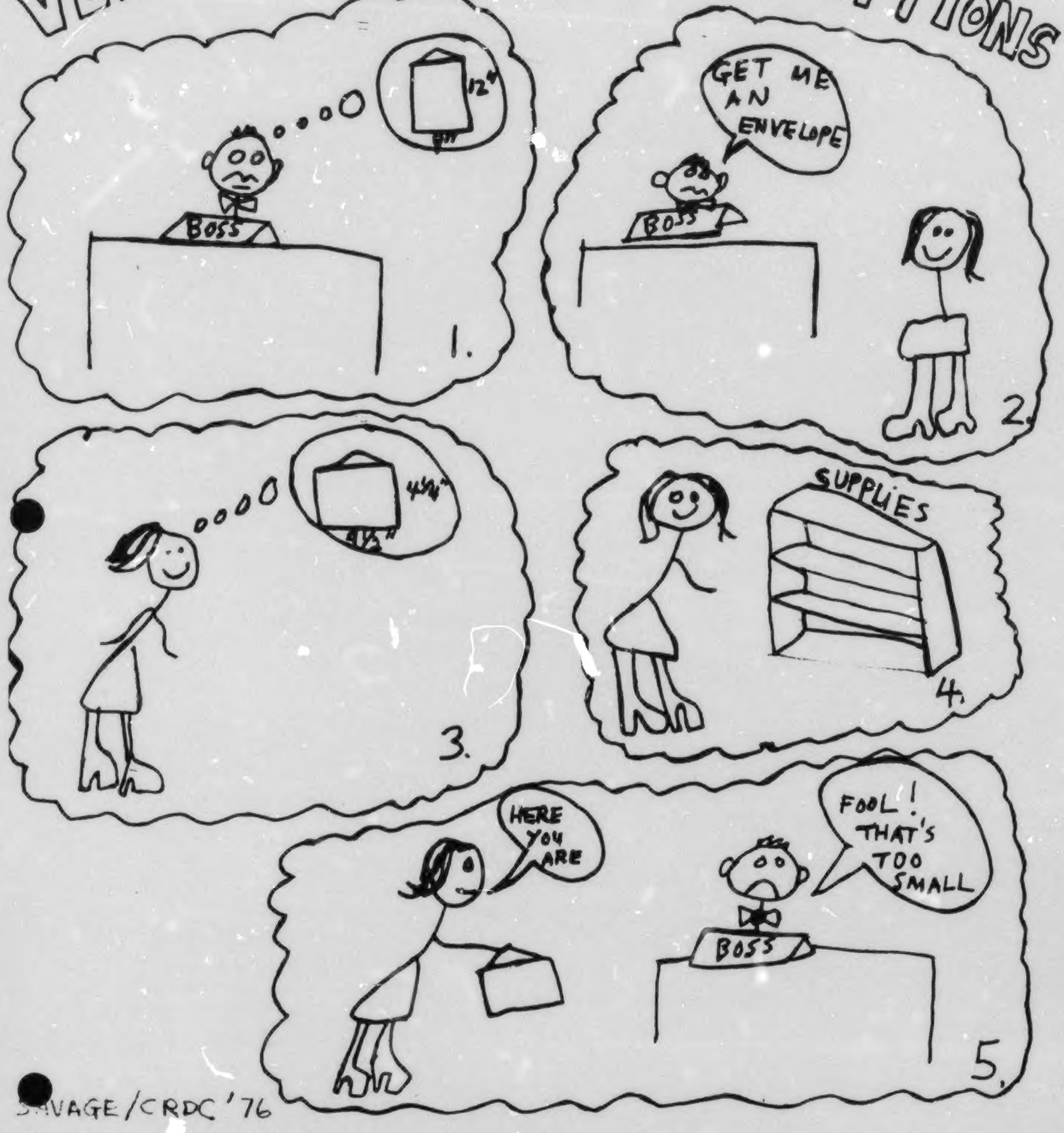
Depending on the abilities of the students, the teacher may wish to introduce other structures that can be used in the same situation, e.g., nouns followed by prepositional phrases (the filing cabinet to the left of the door, the girl with the coffee cup, the man in the glasses), nouns followed by participial phrases (the girl holding the coffee cup, the man wearing the glasses, the folder filed at the end, the boy hired last wee), nouns followed by relative clauses (the machine that I ordered, the telephone that's in the hallway, the man who will replace you).

In order to make the students aware that the concept and structure can be applied to non-working and non-direction giving contexts, the teacher may also wish to provide additional situations for the students, such as the following:

e.g.,	Let's go to a movie.	A drive-in movie?
	Let's buy a magazine.	A fashion magazine?
	Why don't we go to a restaurant?	A Chinese restaurant?

DIRECTIONS

VERBALIZING ASSUMPTIONS


12"
BOSS
1.
GET ME AN ENVELOPE
BOSS
2.
3.
SUPPLIES
4.
HERE YOU ARE
FOOL! THAT'S TOO SMALL
BOSS
5.

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DIRECTIONS: Verbalizing Assumptions Student Worksheet, p.1

Exercise I. (listening)

Instructions: Listen to the following conversational exchanges. Part of the dialogue is missing. Fill in the missing parts by listening to the teacher/tape and looking at the illustrations on your worksheet.

1. A: Make copies.
   B: ______________ copies?

2. A: Order more envelopes.
   B: More ______________ envelopes?

3. A: Use the typewriter.
   B: The ______________ typewriter?

4. A: Get a box of pencils.
   B: ______________ pencils?

5. A: Use that telephone.
   B: That ______________ telephone?

6. A: Order more pens.
   B: More ______________ pens?

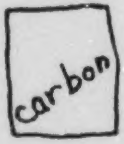
7. A: Look beside the filing cabinet.
   B: The ______________ filing cabinet?

8. A: Get me the paper punch.
   B: The ______________ paper punch?

9. A: Bring me some paper.
   B: Some ______________ paper?

10. A: Fix the adding machine.
    B: The ______________ adding machine?

1.



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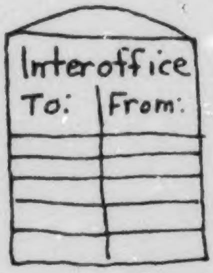

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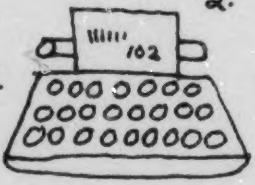

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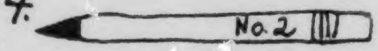

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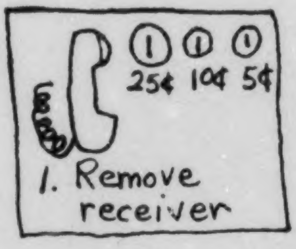

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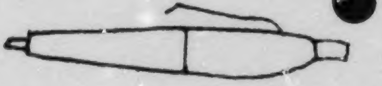

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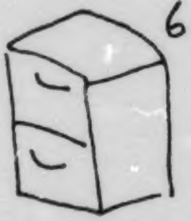

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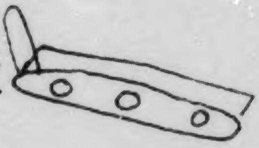

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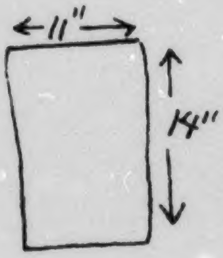

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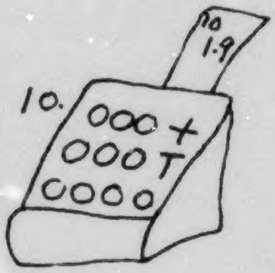

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I-B. Instructions: Now listen to the dialogues again. Indicate stress (e.g., cárbon copies or carbon cópies) and intonation (e.g. ↗ = rising intonation; ↘ = falling intonation) for speaker B.

I-C. Answer the following questions.

1. Does Speaker B stress the nouns or the adjectives before the nouns?
2. Does speaker B use rising or falling intonation?
3. What two words does speaker A use that speaker B repeats?
4. Why do you think speaker B puts stress where he does?

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DIRECTIONS: Verbalizing Assumptions Student Worksheet p.3

Exercise II. (response)

Instructions: Listen to the directions given by the teacher/tape. As you hear them, write the missing word(s) in the blank on your worksheet. Then use that key word with an adjective keyed by the illustrations on your worksheet. to verbalize an assumption. Use rising intonation with the phrase to ask a question.

Listen to the examples:

1. A: Make copies.

B: Xerox copies?

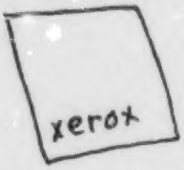
2. A: Turn at the door next to the restroom.

B: The ladies' restroom?

3. A: Get another filing cabinet

B: Another four-drawer filing cabinet?

1.



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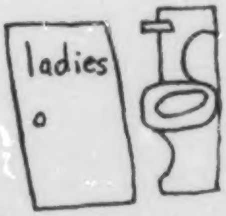

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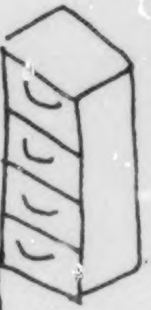


Now you respond.

1. A: Get another ____________.

B: Another ____________ ____________

2. A: Check the ____________.

B: The ____________ ____________.

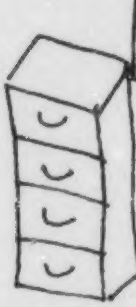
3. A: Request another ____________.

B: Another ____________. ____________?

4. A: Order more ____________.

B: More ____________ ____________?

1.



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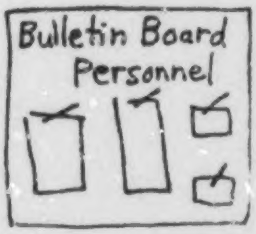

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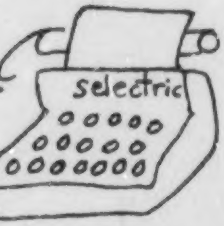

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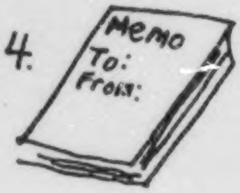

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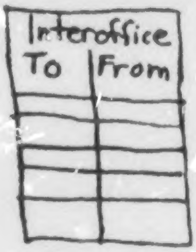
5. A: Send this in the ____________.

B: The ____________ ____________?

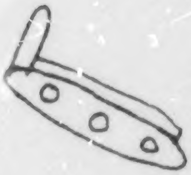
5.


Interoffice
To
From

6. A: Bring me the ____________.

B: The ____________ ____________?

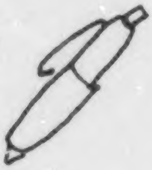
6.



7. A: Get a box of ____________.

B: ____________ ____________?

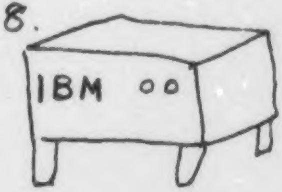
7.



8. A: Check the ____________.

B: The ____________ ____________?

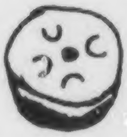
8.



9. A: Put in a new ____________.

B: A new ____________ ____________?

9.



10. A: Find the ____________.

B: The ____________ ____________?

10

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Quiz.

Instructions: Listen to the phrases given by the teacher/tape. Sometimes they have rising intonation, indicating questions. Sometimes they have falling intonation, indicating statements. Indicate which you hear by circling the letter beside the correct answer for each of the numbered items below.

1. a) Red felt-tip pens?
   b) Red felt-tip pens.
2. a) 8½ x 11 paper?
   b) 8½ x 11 paper.
3. a) The personnel office?
   b) The personnel office.
4. a) A two-hole paper punch?
   b) A two-hole paper punch.
5. a) A pica typewriter?
   b) A pica typewriter.
6. a) The men's room?
   b) The men's room.
7. a) An airmail stamp?
   b) An airmail stamp.
8. a) Xerox copies?
   b) Xerox copies.
9. a) A black typewriter ribbon?
   b) A black typewriter ribbon.
10. a) A three-ring binder?
    b) A three-ring binder.

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Exercise III. (Pair Practice) Student A

Instructions: Each of the following cards gives a direction. Give that direction to your partner. Hold the card up so your partner can see the back. He will respond by verbalizing an assumtion. Check his answer with the answer at the bottom of your card.

STUDENT A

Pick up a ream of paper.

(8½ by 11 paper?)

STUDENT A

Order more envelopes.

(Number ten envelopes?)

STUDENT A

Post it on the bulletin board.

(the personnel bulletin board?)

STUDENT A

Get me a stamp.

(A thirteen-cent stamp?)

STUDENT A

Make five copies.

(Carbon copies?)

Student A

Check the mail.

(The interoffice mail?)

STUDENT A

Look on the filing cabinet.

(The two-drawer filing cabinet?)

STUDENT A

Bring me a box of felt-tip pens.

(Red felt-tip pens?)

STUDENT A

Put in a new ribbon.

*(A red and black ribbon?)

STUDENT A

Get binders.

(Three-ring binders?)

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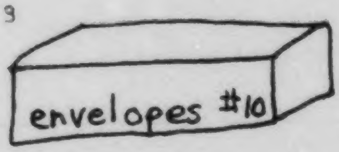
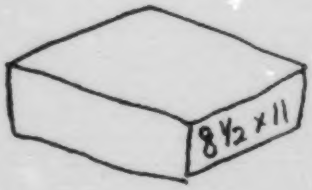
Exercise III. (Pair Practice) Student B

Instructions: Each of the following cards visualizes an assumption. Listen carefully to your partner. S/he will give you a direction. Verbalize the assumption pictured on the card.

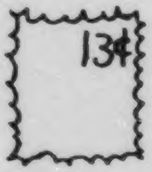
STUDENT B


envelopes #10

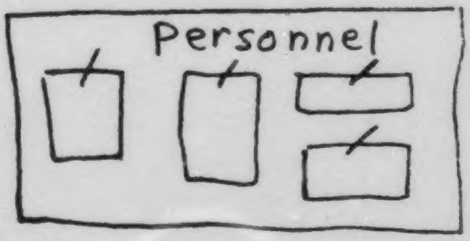
STUDENT B



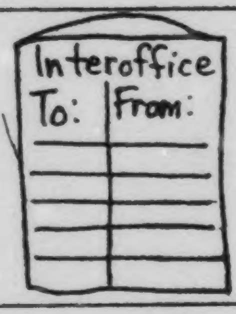
STUDENT B



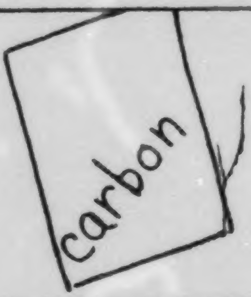
STUDENT B



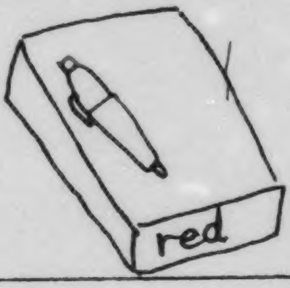
STUDENT B


Interoffice
To:
From:

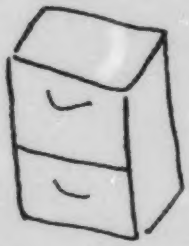
STUDENT B



STUDENT B



STUDENT B



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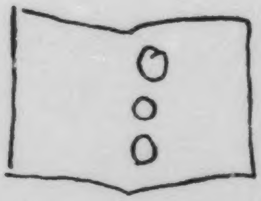

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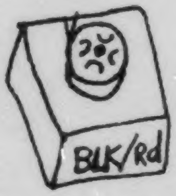

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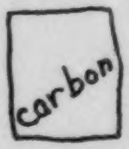
DIRECTIONS: Verbalizing Assumptions

Exercise I. (listening)

Instructions: Play the tape or act out each of the following dialogues. Allow time between each of the numbered items for the students to write on their worksheets the parts that are missing.

1. A: Make three copies.
   B: Three carbon copies?
2. A: Order more envelopes.
   B: More interoffice envelopes?
3. A: Use the typewriter.
   B: The elite typewriter?
4. A: Get a box of pencils.
   B: Number 2 pencils?
5. A: Use that telephone.
   B: That pay telephone?
6. A: Order more pens.
   B: More ball-point pens?
7. A: Look beside the filing cabinet.
   B: The two-drawer filing cabinet?
8. A: Get me the paper punch.
   B: The three-hole paper punch?
9. A: Bring me some paper.
   B: Some legal size paper?
10. A: Fix the adding machine.
    B: The ten-key adding machine?

1.



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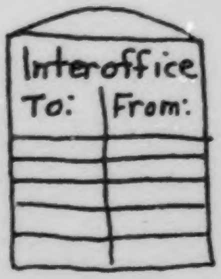

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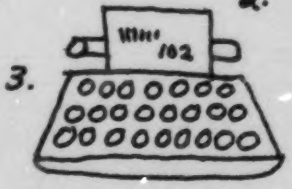

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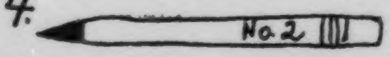

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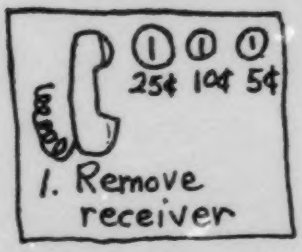

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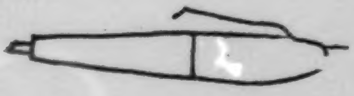

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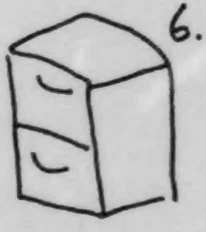

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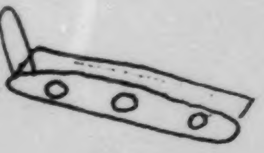

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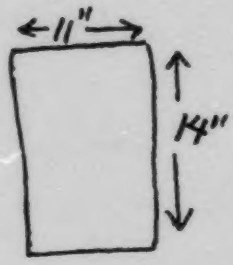

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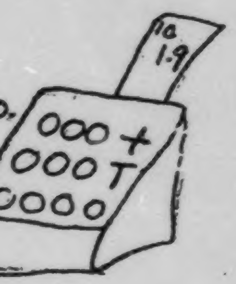

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DIRECTIONS: Verbalizing Assumptions

Script Key P.2

Exercise II. (response)

Instructions: Read or play the tape for Part A in each of the following conversational exchanges. Allow time between each of Part A's statements for the students to respond with Part B.

Listen to the examples:

1. A: Make five copies

   B: Five xerox copies ?

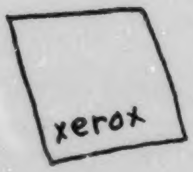
2. A: Turn at the door next to the restroom .

   B: The ladies' restroom ?

3. A: Get another filing cabinet

   B: Another four-drawer filing cabinet?

1.



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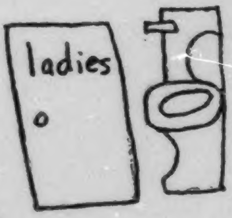

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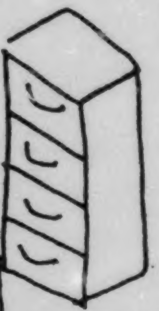


Now you respond.

1. A: Get another filing cabinet

   B: Another four-drawer filing cabinet?

2. A: Check the bulletin board

   B: The personnel bulletin board?

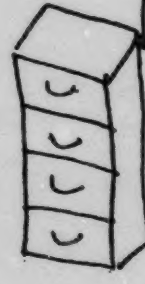
3. A: Request another typewriter.

   B: Another selectric typewriter ?

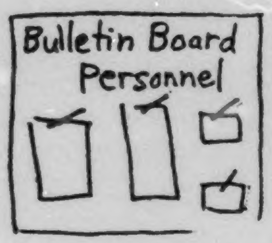
4. A: Order more pads .

   B: More memo pads ?

1.



2.



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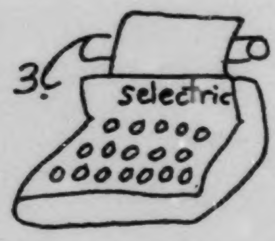

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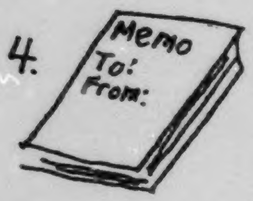

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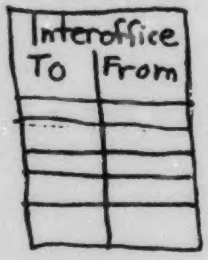
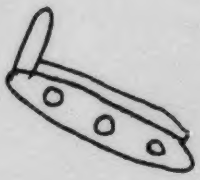
DIRECTIONS: Verbalizing Assumptions

Script Key p. 3

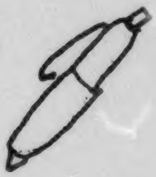
5. A: Send this in the mail.
B: The interoffice mail?

5.


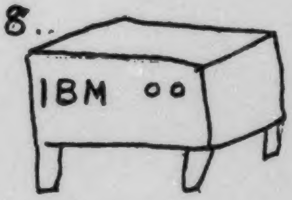
6. A: Bring me the hole punch.
B: The three-hole punch?

6.


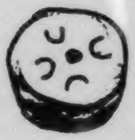
7. A: Get a box of pens.
B: Ball-point pens?

7.


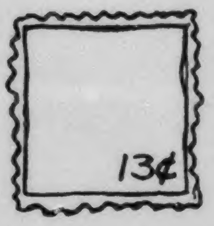
8. A: Check the copy machine
B: The xerox copy machine

8.


9. A: Put in a new ribbon.
B: A new red and black ribbon?

9.


10. A: Find a stamp.
B: A thirteen-cent stamp?

10


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DIRECTIONS: Verbalizing Assumptions Script Key p. 4

Quiz.

Instructions: Play the tape or read the phrase that's circled for each numbered item. Allow time between each item for students to circle the correct answer on their worksheet.

1. [✓ a)] Red felt-tip pens?
   b) Red felt-tip pens.

2. a) 8½ x 11 paper?
   [✓ b)] 8½ x 11 paper.

3. a) The personnel office?
   [✓ b)] The personnel office.

4. [✓ a)] A two-hole paper punch?
   b) A two-hole paper punch.

5. a) A pica typewriter?
   [✓ b)] A pica typewriter.

6. [✓ a)] The men's room?
   b) The men's room.

7. a) An airmail stamp?
   [✓ b)] An airmail stamp.

8. [✓ a)] Xerox copies?
   b) Xerox copies.

9. a) A black typewriter ribbon?
   [✓ b)] A black typewriter ribbon.

10. [✓ a)] A three-ring binder?
    b) A three-ring binder.

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LESSON PLAN NUMBER 5
(Holding a Job and Moving Ahead)

"Job Ratings"

by
Eunice Lew
of
Chinatown Resources and Development Center

JOB RATINGS

HARPER & SONS BUSINESS MACHINES CORPORATION - Employee's Rating Sheet

Employee's name Walter Richardson Date 8/10/77
Department Shipping Room Rated by J. Murdock

Answer the following questions:

	YES	NO
1. Has this employee shown any improvement on the job?		✓
2. Can this employee do more difficult work?	✓	
3. Is this employee capable of supervising others?		✓
4. Has this employee asked you about other kinds of work?	✓	

ABILITY TO LEARN
___ Usually can understand and is alert
✓ Quickly understands new ideas
___ Learns only after much repeating
___ Seems to have very poor comprehension

ATTITUDE
___ Dependable, ambitious, and enthusiastic
✓ Dependable and cooperative
___ Dependable, but not cooperative; is selfish
___ Carefree and unreliable

QUALITY OF WORK
___ Always accurate and thorough
✓ Usually accurate
___ Sometimes careless and inaccurate

QUANTITY OF WORK
___ Able to do great deal of work
___ Does more than required work
✓ Does required work but often is slow
___ Does enough to get by -- goofs off or loafs

INITIATIVE
___ Develops his work
✓ Requires only general instruction
___ Sometimes requires supervision
___ Always requires much supervision

ADAPTABILITY
___ Seems to like different tasks
___ Usually can adapt to new situations
✓ Gets upset by too rapid change
___ Not at all flexible.

BEST COPY AVAILABLE

Workers' Evaluation Forms-page 1

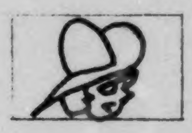
I'm a waitress.
I can work in the daytime.
I can also work at nighttime.
I'm adaptable.

I'm a salesclerk.
I'm very interested in selling.
I show my interest.
I'm enthusiastic.

I'm a carpenter.
I always do excellent work.
I'm reliable.
I'm dependable.

I'm a traffic policeman.
I watch people.
I watch cars.
I'm alert.

I'm a cashier.
I hope to be a sales manager someday.
I'm ambitious.



I'm a reporter.
I like to get correct information.
I'm accurate.

I'm a car mechanic.
I can fix the whole car.
I'm thorough.

I'm a student.
I follow the rules.
I help the teacher and the class.
I'm cooperative.

Workers' Evaluation Forms-page 2

Review: adverbs of frequency

always	100%	all of the time
usually		most of the time
often	50%	much of the time
sometimes		some of the time
seldom		almost never
never	0%	not at any time

ORAL DRILLS

I'm always accurate
usually
often
sometimes
seldom
never

You're always alert
usually
often
etc.

He's always flexible
usually
often
sometimes
seldom
never

We're always enthusiastic
usually
often
etc.

She's always thorough
usually
often
etc.

They're always dependable
usually
etc.

I'm always accurate
flexible
thorough
alert
dependable
cooperative
enthusiastic

They're seldom alert
etc.

She's usually accurate
enthusiastic
thorough
etc.

He's never accurate
etc.

He's often accurate
enthusiastic
alert
etc.

MORE ORAL DRILLS

DRILL: Change to the opposite meaning.

Teacher: If I say "always," you say "never"
If I say "usually," you say "seldom"
If I say "never," you say "always"
If I say "seldom," you say "usually"

I'm usually accurate ——→ I'm seldom accurate

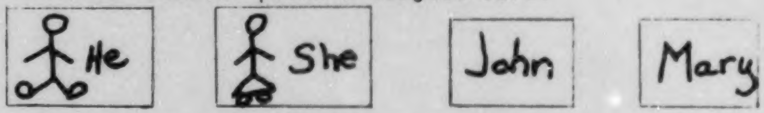
I'm always flexible ——→ I'm never flexible

She's never cooperative ——→ She's always cooperative

John's usually thorough ——→ John's seldom thorough

DRILL: Student picks a card: 100% 50% 0%

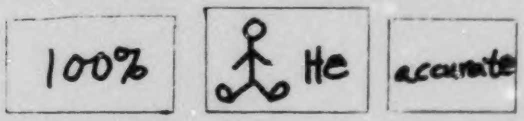
Another student picks a subject card:



Teacher picks an adjective card.

alert accurate

Class now makes a sentence from the cards:



He's always accurate.

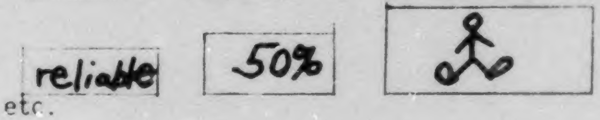
HOMEWORK REINFORCEMENT EXERCISE: write the sentences

1.

0%
enthusiastic

→ She's never enthusiastic

2.



→ ______________

etc.

Teaching Negative Forms

She's flexible.
She's not flexible.

She's adaptable.
She's not adaptable.

She's enthusiastic.
She's not enthusiastic.

She's alert.
She's not alert.

He's thorough.
He's not thorough.

She's ambitious.
She's not ambitious.

He's cooperative
He's not cooperative
He's uncooperative.

He's accurate
He's not accurate.
He's inaccurate.

He's reliable.
He's not reliable.
He's unreliable.

THE QUESTION MAN

"What Kind of Worker Are You?"
(asked in the Financial District)

Tim Conway, bus driver

I sometimes work the night shift and sometimes I work the day shift. I don't mind the hours at all.

Jane O'Neill, clerk

I like to help everyone in the office. I think if we all help each other, we get a lot more work done.

John Adams, typist

I type slow. The boss doesn't seem to mind because I seldom make mistakes.

Questions after each answer:

1. What kind of worker is Tim Conway? (He's flexible.)
2. What does he do? (He's a bus driver.)

etc.

DISCUSSION: Who will get the promotion? Why??

1. Jane's enthusiastic but too sociable.
   John's reliable and cooperative.
2. Jim's ambitious.
   Joe's sociable.
3. Larry's unreliable.
   Tony's enthusiastic.
4. Tom's work is accurate.
   Jane's work is inaccurate.

etc.

EXERCISE: Comparative (more + adjective)

1. Jane likes to talk to co-workers.
   John doesn't like to talk to co-workers.

   Make a sentence: Jane is more sociable.

2. Jane likes to move up.
   Frank doesn't like to move up.

   sentence: Jane is more ambitious.

After the students have a good understanding of the new terms, the class can then discuss:

--which qualities are affected by language (e.g., if you can't speak the language, does is affect "enthusiasm," "cooperativeness," etc.)?
--if an employee has an excellent rating sheet, can he get a promotion?
--which qualities can you emphasize at a job interview (e.g., not "ambitious" in certain kinds of jobs)?

LESSON PLAN NUMBER 6
(Moving Ahead)

"Learning to Take the Initiative: Asking for a Raise"

by
Daniel Cetinich

Learning to Take the Initiative

Asking for a Raise

Employee: I've been working here for a year now, and I'd like to get a raise.

Supervisor: Your work has been quite good.

Employee: I've tried to do the best I could. But I need a raise because my rent has gone up.

Supervisor: Well, maybe we can give you one in a couple of months.

Employee: But I'll need a raise sooner than that.

Supervisor: Let me think about it. I'll give you an answer in a few days.

EXPLANATION

I'd like	Expresses a wish
But I need ... gone up	Employee explains why the raise is necessary. Requests should always be backed up with good reasons.
maybe	Shows that the supervisor is not sure about the necessity of giving the raise. This means that the employee must be more firm.
But I'll need	The employee is determined and emphasizes his/her problem.
Let me	Shows that the supervisor is softening his/her position. There is a good chance he/she will give the raise.

Appendix A

Vocational ESL Programs

VOCATIONAL ESL PROGRAMS

A History

Two of the oldest and largest language centers in San Francisco were begun by specific ethnic groups who recognized that their language deficiencies were hindrances to employment: a group of Latino construction workers who began language classes with volunteer teachers under the auspices of the Centro Social Obrero in 1964; and a group of Chinese who founded the Chinatown-North Beach English Language Center in 1966.

In 1966, the first grants of money for these groups to administer programs were provided by the Economic Opportunity Council of San Francisco. First, the two centers received funds from EOC's Community Action Programs. During this period they became aware that the most basic problem of their communities was unemployment and underemployment. Then, in 1967, the Concentrated Employment Program (CEP), funded by the Department of Labor through EOC, began. The CEP program combined four hours of English Language training with four hours of on-the-job training. Both the Centro Social Obrero (now called the Mission Language and Vocational School) and the Chinatown-North Beach English Language Center (now called the Chinatown Resources Development Center) were recipients of CEP funds. In 1971, a similar program began for Filipinos, who received CEP funds to operate the Fil-Am English Language Center (now called the Fil-Am Employment and Training Center).

In 1969, the San Francisco Skills Center received federal funding to provide vocational and language skills training. Two programs, the Chinese ESL Program and the Spanish ESL program, began at the Skills Center that year to provide ESL and vocational training for Chinese-speakers and Spanish-speakers. These two federally funded programs were gradually phased out. They were replaced by a district-supported Vocational ESL Program that served all immigrant portions of San Francisco's multi-ethnic, multi-cultural, and multi-lingual adult population. The Vocational ESL Program was moved to the Downtown Center in August, 1979.

VOCATIONAL ESL PROGRAMS

A relationship between the city school system and the above Centers began shortly after their inception. Even prior to the Centers' receiving funds from CEP, the Adult Division of the San Francisco Unified School District provided teachers for language classes. In 1970, the San Francisco Community College District assumed primary responsibility for adult classes in San Francisco and in 1973, added to its payroll the teachers assigned to CEP classroom projects. In August, 1974, the City and County of San Francisco became the recipient of funds generated by the Comprehensive Employment and Training Act (CETA). CRDC, Fil-Am, and MLVS, previously funded through EOC, now received funding through CETA. In addition, two other programs geared to specific ethnic groups were begun under CETA: one for Koreans at the Multi-Service Center for Koreans (formerly the Korean Language Center), begun in September, 1974; and one for Vietnamese at the Center for Southeast Asian Refugee Resettlement (known as the SEAR Project, in existence from January, 1976 to October, 1978). The Indochinese Training Project, begun in August, 1976, and in existence until August, 1979, was federally funded through the Department of Health, Education and Welfare. It provided vocational training and ESL instruction for refugees from all of Southeast Asia and was administered through the Community College District which developed the original funding proposal. Instructors for all of the existing programs are provided through the Community College Centers Division of the San Francisco Community College District.

The programs and centers providing Vocational ESL instruction, have not only served their language communities' English language/employment training needs; they have also provided services to two other parts of the larger community. First, in providing instruction and developing curricula, they have provided leadership to the academic community in the evolution of competency-based education, in general, and Vocational ESL, in particular. The latter, Vocational ESL, is increasingly becoming important in the general English language instruction of the adult immigrant/refugee population in the United States. More ESL teachers are incorporating its ideas into their classes. These teachers recognize that immigrant adults not only need to improve their English language skills, but also need to enhance job skills and job-finding skills. Most need to speak English because they need to work in an English-speaking job setting. Through local, state and national workshops, papers, and demonstrations, instructors from the centers and programs have shared their work with other instructors. Second, in developing Vocational ESL, the programs and centers have had to take an active role in job-placement of their trainees. In doing so, they have served the business community by establishing links between employers and language communities. This came at a time when many employers were themselves trying to establish such links. These links have served to open up pools of qualified job applicants whose hiring has helped employers come closer to realizing their affirmative action hiring goals. The applicants themselves have very often brought with them special skills, including bilingual abilities and experience in working with people from a different cultural background. This is in addition to their regular job skills. These new employees, because of their special skills, have expanded the employer's ability to reach and serve larger parts of the general public.

From Vocational ESL, one other important concept in adult education has spun-off: bilingual/vocational education. Bilingual/vocational instruction is a natural development from Vocational ESL, especially as it has been taught in San Francisco. In several of the centers serving only one language group, bilingual job skills instruction has shortened the length of training time. Trainees need not achieve a high level of English proficiency before receiving job skills training as they ordinarily would have to in programs relying only on English as the mode of instruction. In fact, several centers have received federal funds to run demonstration bilingual/vocational projects, again providing local, state, and national leadership. At CRDC the staff of its 309 Project, the Integrated Competency Based Vocational English as a Second Language Project, has written and tested beginning level bilingual/vocational ESL materials. And, the Skills Center at one time operated a bilingual welding project that taught English language, job-finding and job skills concurrently using both ESL and bilingual methods.

CENTER ADDRESSES

Vocational ESL training, classes, or programs are offered at the following centers. The original materials which are listed in the resource list can be obtained through one of these centers:

Chinatown Resources Development Center (CRDC)
615 Grant Avenue (Fourth and Fifth Floors)
San Francisco, CA 94108
(415) 391-7583

Fil-Am Employment and Training Center
335 Valencia Street
San Francisco, CA 94103
(415) 626-1608

John Adams Community College Center
1806 Hayes Street
San Francisco, CA 94117
(415) 346-7044

Mission Language and Vocational School, Inc. (MLVS)
2929 19th Street
San Francisco, CA 94110
(415) 648-5220

Multi-Services Center for Koreans
966 Market Street
San Francisco, CA 94102
(415) 441-1881

San Francisco Community College Downtown Center
Vocational ESL Program
800 Mission Street
San Francisco, CA
(415) 239-3660

Materials are also being developed at:

The Integrated Competency-Based Bilingual Vocational English as a Second Language Project (ICB-VESL)
A 309 Project at CRDC
615 Grant Avenue
San Francisco, CA 94108
(415) 982-3365

VOCATIONAL ESL CERTIFICATE PROGRAMS

The following are certificate programs offered by the Community College Centers, some in cooperation with the community language centers noted. Listed are the goals of the program, prerequisites for admission to the program, required and elective courses, and performance standards which must be met for successful completion. For further information, check with the Center noted.

CETA Manpower Basic Job Skills Training Program *(offered in cooperation with the Chinatown Resources Development Center, 615 Grant Avenue.)*

Program Goal: This program is designed for Chinese-speaking students who seek intensive training in Vocational ESL, general basic job skills such as record keeping, computation, report writing, written communications, work-oriented interpersonal relationships, and interviewing. The program should enable students to gain sufficient command of English and basic job skills to find an entry-level job and be able to hold that job.

Admission Requirements: In order to qualify for this federally funded work-study program, students must be 18 years of age or older; a bonafide resident of San Francisco; unemployed; and economically disadvantaged as determined by CETA guidelines set by the Federal Government.

Required Courses:	**Hours:**
ESL "Getting A Job"	48
ESL "Keeping A Job"	48
ESL "Moving Ahead"	48
Basic Job Skills Training*	60
Telephone Training*	30
Total	234

**Offered by Agency*

Requirements for Certificate of Completion: Successful completion of required courses with a passing grade or better, including speed and production performance goals in basic job related skills.

CETA Manpower Clerical Training Program
(offered in cooperation with the Chinatown Resources Development Center, 615 Grant Avenue.)

Program Goal: This program is designed for Chinese-speaking students who seek intensive training in Vocational ESL and basic office skills to obtain entry level employment in the office occupations field. The program should enable students to gain a sufficient command of English and basic office skills to be able to find a job, hold a job, and advance their employment objectives.

Admission Requirements: In order to qualify for this federally funded work-study program, students must be 18 years of age or older; a bonafide resident of San Francisco; unemployed; and economically disadvantaged as determined by CETA guidelines set by the Federal Government.

Required Courses:	**Hours:**
ESL "Getting A Job"	48
ESL "Keeping A Job"	48
ESL "Moving Ahead"	48
Typing	30
Office Procedures*	30
Telephone Training*	30
Total	234

**Offered by Agency.*

Requirements for Certificate of Completion: Successful completion of required courses with a passing grade or better, including speed and production performance goals in typing, filing and machine calculation.

Vocational English as a Second Language

(offered in cooperation with the Filipino American Council of San Francisco, Inc., at 335 Valencia Street.)

Program Goal: This program is designed for students who seek intensive training in Vocational ESL in order to obtain employment. The program, which lasts from 16-23 weeks, typically consists of four hours of vocational ESL classes and three hours of work exposure with a local employer each day.

Admission Requirements: In order to qualify for this federally funded work-study program, student must be 18 years of age or older; a bonafide resident of San Francisco; unemployed; and economically disadvantaged as determined by guidelines set by the Federal Government. All classes are tuition free and open to the general public on a permissive attendance basis (i.e. no government stipend is required for admission to the program).

Required Courses *(16 weeks):*	**Approx. Hours:**
ESL "Getting A Job"	55
ESL "Keeping A Job"	55
ESL "Moving Ahead"	55
Pronunciation Skills	80
Telephone Training	25
Filing	25
Mathematics for the Office	25
Total	320

Requirements for Certificate of Completion: Completion of required courses and successful performance on final exams.

Vocational English as a Second Language Training Program *(Offered in cooperation with the Multi-Services Center for Koreans, 966 Market Street.)*

Program Goal: The program is to provide integrated ESL training for those who need communication skills to survive and find employment in this country. Specifically, the program is designed to instruct English as a Second Language in the context of vocational preparation with emphasis on cultural adjustment through the bilingual/bicultural approach.

Admission Requirements: ESL level 200 or above as determined by EPT tests and oral interviews; CETA eligibility.

Required Courses:	**Hours:**
Basic Structure and Vocabulary	75
ESL "Getting A Job"	150
ESL "Holding A Job"	75
Cultural Orientation*	20
Math Skills*	75
Typing*	75
Labor Market Exposure*	(Maximum) 320
Total	640

**Offered by Agency*

Requirements for Certificate of Completion: Successful completion of required courses.

Vocational English as a Second Language Latino Manpower Training Program *(offered in cooperation with the Mission Language and Vocational School, 2929 - 19th Street).*

Program Goals: To provide a subsidized comprehensive manpower training program leading to full-time employment. Sixteen-week training cycles are distributed over a twelve-month period. Training consists of Vocational English as a Second Language and business-related instruction accompanied by on-the-job exposure or work experience at participating companies' sites.

Admission Requirements: Selection of students is based on the equivalent of ESL 500-600 as determined by an interview and oral and written examinations. Applicants must demonstrate strong desire to work and have had some previous work experience in their native country or in the U.S. Participating employers interview applicants to determine their ability to meet employment requirements.

Required Courses:	**Hours:**
ESL "Getting A Job" Skills	80
ESL "Holding A Job"	80
ESL Test-taking Skills	80
Typing/Office Procedures	160
On-the-job Exposure	240
Total	640

Requirements for Certificate of Completion: Achievement of norm scores or higher on MLVS Clerical Test Battery; successful completion of two company application forms; successful video-taped mock interviews (evaluated by instructor); resume on file, approved by Education Coordinator; and achievement of 45 NWAM or higher in typing.

Vocational English as a Second Language (Pre-Vocational)

Program Goal: To provide limited English speakers with intensive training in spoken American English. Students should gain a sufficient command of English to function successfully in Vocational training.

Admission Requirements: Entry level (ESL 50-200) based on their proficiency on placement tests of structure and aural comprehension, and an oral interview.

Required Courses (Pre-Vocational):	**Hours:**
Grammar	60
Pronunciation	60
Conversation/Practical English	30
Basic English	60
Basic Writing	30
Vocabulary Building	30
Language Lab (Oral Grammar/ Pronunciation)	90
Total	360

Elective Courses:
Students may take Vocational ESL Beginning Clerical at this stage (60 hours).

Requirements for Certificate of Completion: Successful completion of required courses with a "satisfactory" progress report.

Vocational English as a Second Language (Vocational)

Program Goal: To provide limited English speakers with intensive training in spoken American English. Students should gain a good command of English and basic job skills (such as clerical) to find entry-level jobs or to continue training in a specific vocational field.

Admission Requirements: Students are enrolled at the proper entry-level (ESL 300-600) based on proficiency on placement tests of structure and aural comprehension, and an oral interview.

Required Courses (Vocational):	**Hours:**
Employment Preparation	60
Filing/Telephone Skills	30
Typing	30
Business English/Spelling	30
Test Taking (G.E.D./T.O.E.F.L.)	60
Language Lab (Oral Grammar/ Pronunciation)	30
Vocabulary Building	30
Grammar	30
Speech Improvement	30
Reading Comprehension	30
Advanced Writing	30
Idioms/Vocabulary	30
Total	420

Requirements for Certificate of Completion: Students must complete 80% of program objectives. Students must have attended a minimum of 360 hours in required courses or satisfactory completion by examination.

VOCATIONAL ESL CLASS DESCRIPTIONS

Listed below are the Vocational ESL classes offered by the San Francisco Community College District, some in cooperation with community language centers. The number, 1508, which precedes each course description is the CID code number (Classification of Instructional Disciplines). This code provides a state-wide set of common definitions for use by all Community College Districts. The letters which follow each course description indicate at which Center(s) that particular course is offered. The codes for the Centers are as follows:

CRDC	Chinatown Resources Development Center
F	Fil-Am Employment and Training Center
JA	John Adams Community College Center
KC	Multi-Services Center for Koreans
MLVS	Mission Language and Vocational School, Inc.

For further information on these classes, check with the Center(s) noted.

1508. Filing Skills *(Prerequisite: ESL 400 or oral interview and placement test.)*

Students will become familiar with basic alphabetic, numeric and geographic filing skills. Instruction includes lectures, tapes and audio-visual aids. Overall improvement is measured by successful completion of all filing units. (F)

1508. Mathematics for the Office *(Prerequisite: ESL 400 or oral interview and placement test.)*

Students will practice basic math skills especially pertaining to employment tests of a clerical nature. Instruction includes use of mock employment tests, reviews, lectures and group discussions. Evaluation techniques include successful completion of clerical exams pertaining to math. (F)

1508. Pronunciation Skills *(Prerequisite: ESL 400 or oral interview and placement test.)*

Students will become familiar with the mechanics of English pronunciation skills, i.e. phonetic symbols, articulation, intonation, and stress skills. Instruction includes lectures, videotapes, and oral presentations. Evaluation includes use of diagnostic tapes and videotapes. (F)

1508. Telephone Training *(Prerequisite: ESL 400 or oral interview and placement test.)*

Students will practice receiving and placing business calls. Instruction includes use of the language laboratory and a tele-trainer. Evaluation techniques include successful completion of a programmed telephone course. (F)

0540., 1508. (14.0999.) Typing 1 for ESL *(Prerequisite: Attainment of ESL Level 300.)*

The course will cover the keyboard and operating parts of the typewriter. Emphasis will be placed on correct stroking techniques and position, calculating and setting margins, use of centering and tabulating mechanisms and procedures, and typing of simple copy. Students will work to improve their proficiency in spelling, vocabulary and idiom of the English language will also be stressed. (JA)

1508. Vocational ESL Beginning Clerical
(Prerequisite: Successful completion ESL 50 or oral interview and placement test.)

Students will become familiar with office work and procedures, including handling telephone communications, taking messages, filing by an alphabetic system, filling out office forms, performing arithmetical operations common to the office, setting-up and writing simple business letters, and comprehending simple general business vocabulary. Instruction includes lectures, demonstrations, individualized instruction, handouts, and role-playing. Stress will be placed on gaining a better mastery of American English as it relates to office situations and the ability to perform common clerical work in an office.

1508. Vocational ESL Business English/Spelling *(Prerequisite: Successful completion of ESL 300 or oral interview and placement test.)*

Students will be instructed in written communication skills necessary for entry level office workers. They will practice writing simple sentences and then paragraphs, using appropriate punctuation, spelling, sentence structure, business vocabulary, and word usage. Successful completion of the course requires that the student complete 85% of the given assignments and pass weekly written tests on spelling of words with 80% accuracy.

1508. Vocational ESL Employment Preparation

(Prerequisite: Successful completion of ESL 300 or oral interview and placement test.)

This course stresses using job market information in seeking employment, filling out application forms, writing resumes, calling employers, and doing other pre-interview preparations. Students will practice handling telephone communications, taking messages, performing well at interviews, and taking simple employment tests. They will become familiar with job benefits and work assignments, and how to interact well with their fellow workers. Instruction includes lecture, conversation, role-playing, video-taping and feedback. Emphasis will be on assessment of personal skills and strengths, clarification of personal values as they relate to the work ethic. Students should be able to seek out and apply for job openings, participate in job interviews, and perform post-interview activities.

1508. Vocational ESL Filing Skills/Telephone Skills *(Prerequisite: Successful completion of ESL 100 or oral interview and placement test.)*

Students will become familiar with indexing and filing procedures according to basic alphabetical and subject filing rules. Instruction includes lectures, practice and demonstration. Successful completion of the course requires passing commercial filing tests with minimum **85%** score. Attention will also be paid to receiving and placing business calls and using telephone directories. Instruction includes lectures, films and student performance with tele-trainer. Evaluation is based on students' handling incoming and outgoing business calls satisfactorily.

1508. Vocational ESL "Getting A Job" *(Prerequisite: ESL 200 or oral interview and placement tests in English and Math.)*

Students will practice filling out application forms, writing simple resumes, seeking out job information, and preparing for job interviews. Stress is placed on performing well at interviews, understanding job assignments, and carrying on simple conversations with co-workers. They will become familiar with some basic office procedures, related terms, names of the equipment, idioms and phrases. (KC)

VOCATIONAL ESL CLASS DESCRIPTIONS

1508. Vocational ESL "Getting A Job"
(Prerequisite: ESL 400 or oral interview and placement test.)

Students will be provided with instruction to gain sufficient command of American English to become gainfully employed in entry-level positions. They will practice gathering information about jobs through verbal and written sources, contacting employers, filling out application forms, composing resumes, analyzing job descriptions, taking timed tests, and handling job interviews. (JA, MLVS, CRDC)

1508. Vocational ESL "Getting A Job"
(Prerequisite: ESL 400 or oral interview and placement test.)

Students will be provided with instruction to gain adequate command of English to become gainfully employed. Instruction includes lectures, presentations, videotapes and role-playing of structures in job contests. Successful completion includes preparation of resumes, cover letters, employment tests, applications and mock VTR interviews. (F)

1508. Vocational ESL "Holding A Job"
(Prerequisite: ESL 200 or oral interview and placement test.)

Students will be provided with instruction to increase their oral/aural command of English to maintain employment. This course will focus on asking questions and conveying information; following and giving orders, requests, complaints, spatial and chronological directions; using telephones to place and receive business calls; communicating with supervisors and co-workers; and responding to problems that may arise on the job. (KC)

1508. Vocational ESL "Holding A Job"
(Prerequisite: ESL 400 or oral interview and placement test.)

Students will be provided with instruction to increase their command of English sufficiently to maintain the employment they have found. Instruction includes lectures, presentations, tapes, films and role playing of structures in job contexts. Overall improvement is measured by subjective and objective evaluations of students' comprehension and production of specific language features. (CRDC, F)

1508. Vocational ESL "Holding A Job" Oral/Aural Skills *(Prerequisite: ESL 400 or oral interview and placement test.)*

Students will be provided with instruction to increase their oral/aural command of English to maintain employment. This course will focus on asking questions and conveying information; following and giving orders, requests, complaints, spatial and chronological directions; using telephones to place and receive business calls; communcating with supervisors and co-workers; and responding to problems that may arise on the job. (MLVS, CRDC)

1508. Vocational ESL "Holding A Job" Reading/ Writing Skills *(Prerequisite: ESL 400 or oral interview, and sample of student writing.)*

Students will be instructed in the development of their reading and writing abilities in English to maintain employment. This course will focus on reading for information about companies and job responsibilities; reviewing company manuals, brochures and handbooks; and using reference sources to solve problems. Students will practice completing standard work-related documents, taking messages and conveying descriptive information. (MLVS)

1508. Vocational ESL "Moving Ahead" *(Prerequisite: ESL 400 or oral interview and placement test.)*

Students will be provided with instruction to develop sufficient mastery of English to compete with native speakers of English for non-entry level jobs or promotion. Instruction includes lectures, presentations, films, videotapes and group discussions. Overall improvement is measured by oral and written evaluations of students' comprehension and production of specific language features. (CRDC, F)

1508. Vocational ESL Test Taking *(Prerequisite: ESL 400 and above or oral interview and placement test.)*

Students will **be** provided with instruction to analyze and successfully complete Civil Service and employment-type tests. Instruction includes practice with sample tests and test techniques, stressing accuracy and speed. Daily timed drills, simulated testing conditions, and use of comparable current testing materials will be included. Students should be able to complete Civil Service and employment tests in the area of alphabetical and numberical filing, name and number matching, basic mathematics, spelling, punctuation and grammar. (MLVS)

1508. Vocational ESL Typing *(Prerequisite: Successful completion of ESL 100 or oral interview and placement test.)*

The student will become familiar with the basic parts of the typewriter, the keyboard, and proper typing techniques. Students will be encouraged to develop speed with accuracy and learn basic skills such as tabulating, centering, and proof reading. Successful completion of the course requires that the student type at a minimum speed of 30 WPM gross in a series of three minute tests with no more than one error per minute.

Appendix B

Resources

PRINTED MATERIALS/AUDIO VISUAL MATERIALS/SPECIFIC VOCATIONAL AREAS/EQUIPMENT

The list of materials which follows is in no way exhaustive. It is, rather, a list which the various centers have found useful in some way. Because of the dearth of materials on the market for vocational ESL, many of the items in the resource list have been written for native speakers of English. Personnel at the centers have adapted them for ESL learners. When such adaptations have student handouts, the notation is made in the description after the materials with the name of the center which can provide copies. In this revised edition, we have included new resources: reference books and materials and other printed materials, which included standard forms. Teachers have found them to be particularly useful for creating new lessons around specific objectives. Because of the lack of published vocational ESL materials, teachers are encouraged to use these and other resources to create original materials and to share their materials with their colleagues.

The resource list is organized as follows: Page

Printed Materials

Vocational ESL Books 165

Vocational Books 166

Pamphlets and Handbooks 172

Workbooks 173

Reference Books and Materials 176

Other Printed Materials (includes standard forms)... 184

Audiovisual Materials

Tapes 186

Videotapes 188

Multimedia Packages 188

RESOURCES

Audiovisual Materials (cont.)

Films

Films for classroom use 189

Supplementary Films for teachers and students 191

Transparencies 196

Specific Vocational Areas

Accounting 196

Automotive 196

Banking 197

Clerical

Typing 197

Filing 197

General 198

Food Services 198

Hotel 198

Janitorial 199

Medical 199

Other 199

Equipment 200

Publishers 201

I. PRINTED MATERIALS - BOOKS (VOCATIONAL ESL)

	G	H	M
English for Careers, Leila Smith (John Wiley and Sons: 1977). Helpful in building clerical vocabulary.	x	x	x
ENGLISH FOR CAREERS, series with various authors (Regents: 1978). Series of books on particular vocational areas: air travel, accounting, hospital services, tourism, merchandising and advertising, etc. Books focus on familiarizing students with vocabulary relevant to specific career objectives.	x	x	
ENGLISH IN FOCUS, Peter Strevens, Ed. (Oxford University Press: 1974). A series geared to specific occupations. Format: dialogues and comprehension questions. British usage. Books in series include: Accounting Advertising Air Travel British Banking British Banking Overseas Computers Computer Programming The Department Store Import/Export The Jet Engine Legal Problems Marketing Petroleum Products The Motor Car: 1 & 2 Nursing Physical Education Seafaring Television			x
It's All in a Day's Work, George Draper and Edgar Sather (Newbury House Publishers: 1977). Readings in the first person of workers discussing their jobs in diverse fields. Grammar, writing, and vocabulary exercises.		x	x
Orientation in Business English, Marcia E. Taylor (Institute of Modern Languages, Inc.: 1972). Format: question and answer drills, conversations, structure, readings. Textbook and workbook 1 & 2.		x	

G = Getting a Job H = Holding a Job M = Moving Ahead

I. PRINTED MATERIALS - BOOKS (VOCATIONAL ESL), cont.	G	H	M
Prevocational English (Institute of Modern Languages, Inc.: 1970). Written reinforcement workbook. Illustrated questions and reading comprehension questions. Written exercises.	x	x	
SPECIAL ENGLISH (English Language Services, Collier-Macmillan: 1972). Format: Dialogues (lengthy) with vocabulary and comprehension exercises. Tapes available. A series geared to specific occupations, including: Agriculture 1, 2, & 3 Aviation 1, 2, & 3 Banking Engineering 1 & 2 Hotel Personnel 1 & 2 International Trade Journalism 1 & 2 Medicine 1, 2, & 3 Designed to be used by people who learned skills in another language but need English vocabulary. Best used in language lab or self-study situation.			x
Vocational Language Skills, First Cycle, Anne Terrell (Chinatown-North Beach English Language Center: 1969). Bilingual Chinese/English. Teacher's manual and student textbook.		x	
II. PRINTED MATERIALS - BOOKS (VOCATIONAL)			
Be Informed Series, Diane Novakouski (New Readers Press: 1974). Format: by topics, e.g., credit, filling out application forms, interviewing, how to write application letters, using want ads, etc. Some of the topics are more consumer than job-oriented.	x	x	

II. PRINTED MATERIALS - BOOKS (VOCATIONAL) cont.	G	H	M
Business Behavior, Russon and Allen (Southwestern Publishing Company: 1964). Advice-oriented reading, including case studies useful for values clarification.		x	
Business English and Communication, Stewart, Lanham, Zemnier, Clark and Stead (McGraw Hill Book Co.: 1978). The text and accompanying workbook focus on aural and written areas of communication including letters, memos, etc.	x	x	x
A CAREER IN THE MODERN OFFICE, Morrison (Gregg Division, McGraw Hill: 1969). Advice-oriented reading, discussion topics, and clerically oriented skills exercises. Series of four includes:			
Opportunities in Today's Office	x		
Making the Most of Yourself	x	x	x
Making the Most of Your Skills		x	
Getting the Right Job	x		
Don't Say Yes When You Want to Say No, Fensterheim and Baer (Dell Books).			x
FINDING YOUR JOBS (Finney Co.: 1975). In monograph and workbook form, this series offers students guidance to specific jobs according to their individual abilities.	x		
Handbook of Occupational Outlook (Department of Labor). Useful information on every job category (job descriptions).	x		

II. PRINTED MATERIALS - BOOKS (VOCATIONAL) cont.

	G	H	M
How to Get a Job and Keep It, Goble (Steck-Vaughn: 1969). Advice-oriented reading, sample forms, discussion questions, and skill building exercises.	x	x	
How to Get Along on the Job, Cooper and Ewing (Holt, Rinehart and Winston, Inc.: 1969). Case study readings with values clarifications exercises.		x	
Janus Job Planner, Wing Jew and Robert Tong (Janus Book Publishers: 1976). Advice-oriented readings with checklists for each unit. Prepares students to choose jobs that are best for them.	x		
The Job Ahead (Science Research Associates, Rochester Occupational Reading Series: 1963).	x		
A Job for You, Dubnick (Steck-Vaughn: 1967). Advice-oriented reading with questions and exercises.	x		
Job Guide for Young Workers (U.S. Department of Labor: 1969-70). List of occupations, duties, qualifications, employment prospects, advancement opportunities.	x		
Jobs and How to Get Them (Ken Book, Self-Study Course: 1970).	x		
The Jobs Book: How to Find and Keep a Job, Jeri Schapiro (Scholastic Book Services: 1976). For advanced students. Teaches reading and vocabulary skills.	x	x	

II. PRINTED MATERIALS - BOOKS (VOCATIONAL) cont.

	G	H	M
May I Say Who's Calling? (Bank of America: 1974). Teaches basic telephone skills in simple step-by-step instructions. Concise but geared more for Bank of America employees.		x	
OCCUPATIONAL GUIDANCE (Finney Co.: 1977). Four-page job monographs in workbook format which give information on how to prepare for a job, duties, wages, and working conditions.	x		
Occupations, Blakely (New Readers Press: 1972). Information on service, paraprofessional, clerical, hotel and restaurant, driving, and skilled manual occupations.	x		
On the Move: Communication for Employees, Blicq (Prentice-Hall: 1976). Readings on registers in communicating followed by activities designed to develop skills in those areas.			x
Out of Work, Stephen Ludwig (New Readers Press: 1975). Comprehensive case studies of unemployment problems with vocabulary and some writing exercises.		x	x
People and the City: Getting Jobs, Larry Cuban Scott, Foresman, and Company: 1972).	x		
Personality Development for Business, Allen F. Russon, 4th Edition (Southwestern: 1973). Student book and teacher's manual. Advice-oriented readings, values clarifications, case studies.	x	x	

II. PRINTED MATERIALS - BOOKS (VOCATIONAL) cont.

	G	H	M
Real Life Reading Skills, Beatrice Jackson Levin (Scholastic Book Services: 1977). Preparation for various reading skills such as skimming, scanning, paraphrasing, summarizing, picking out important ideas, etc.	x		
So Long, Partner, Fred Wright (United Electrical, Radio and Machine Workers of America: 1975). Cartoons about workers' problems done in a satirical manner.	x	x	x
Stand Up, Speak Out, Talk Back!, Alberti and Emmons (Pocket Books). Key to self-assertive behavior.			x
Supervisors Survival Kit. Deals with human relations, problem-solving through role-playing situations. Involves speaking and pronunciation skills.			x
Taking Tests and Scoring High (Arco Publishing Company). Generalized book on pre-employment testing. Publisher of test books in specific fields.	x		x
Teletraining for Business Studies (American Telephone and Telegraph: 1965). Role-playing situations.		x	
Thank You, Please Call Again (American Telephone and Telegraph Co.). Format: Handouts for practice with the 6-button telephone. Stresses use of 6-button telephone in business situations.	x	x	x

II. PRINTED MATERIALS - BOOKS (VOCATIONAL) cont.	G	H	M
TURNER CAREER GUIDANCE SERIES (Follett Publishing: 1974). Series includes:			
Wanting a Job	x		
Training for a Job		x	
Starting a Job		x	
Looking for a Job	x		
Holding a Job		x	
Changing a Job			x
TURNER-LIVINGSTON COMMUNICATION SERIES (Follett Publishing: 1966). Readings, vocabulary exercises, comprehension and opinion questions. Series includes:			
The Newspapers You Read		x	
The Letters You Write		x	
The Phone Calls You Make		x	
The Television You Watch		x	
The Movies You See		x	
The Language You Speak		x	
Vocational English, Books 1 and 2, A.E. Jochen, B. Shapiro (Globe Book Co., Inc.: 1968). Advice-oriented reading, discussion questions. Pre-tests for each unit. Lacks practical exercises.	x	x	
Vocational Mathematics for Business, Marie Martinka (Southwestern: 1972). Useful information (sometimes too detailed) on business math related areas. Topics include decimals, interest, payrolls, math tests.	x	x	
Where to Go, Who to See, What to Do, Family Development Series About Your Community (Steck-Vaughn: 1973). Chapter 4, "Employment Services" is especially useful.	x		

II. PRINTED MATERIALS - BOOKS (VOCATIONAL) cont.	G	H	M
The World of Work, Koschnick (New Readers Press: 1969). Advice-oriented reading, discussion questions.		x	
You, Your Job...and Change, Green Marshall, Young and Young (Oxford Book Co.: 1968). Advice-oriented reading including tips for proper behavior.			x
Your Attitude Is Showing, Chipman (Science Research Associates, Inc.: 1964).		x	
III. PRINTED MATERIALS - PAMPHLETS AND HANDBOOKS			
"California Occupational Guide" (California State EDD). A resource pamphlet of occasional classroom use with information on job market, job openings, requirements, and outlook.	x		x
"Career Guide" (Pacific Telephone: 1976). One page descriptions of duties, requirements, and educational studies relevant for various positions.	x		
"Do Your Best on Aptitude Tests" (California State EDD).	x		x
"Get That Job" (California State EDD).	x		
"How to Do It: a Guide for Preparing Your Job Resumé" (California State EDD).	x		x

III. PRINTED MATERIALS - PAMPHLETS AND HANDBOOKS (cont.)	G	H	M
"How to Find a Job," Francis and Iftikhar (New Readers Press: 1959). For intermediate students. Concentrates on reading skills.	x		
"How to Find and Apply for a Job," Kushner and Keily (Southwestern: 1975). For advanced students. Teaches reading and job application skills.	x		
"How to Prepare Yourself for Job Interviews" (New York Life Insurance).	x		
"Working World Skills Booklets" (Innovative Sciences: 1976). Minimum order of 360 copies at 25¢ each.	x	x	
IV. PRINTED MATERIALS - WORKBOOKS			
Communication at Work, Weagraff and Lynn (McGraw Hill: 1977). For advanced students.		x	
Corner Your Career, Ed. J. Murasaki (D. and E. Publishing Company: 1974). Concentrates on concept development.	x		
Following Printed Directions (Special Service Supply: 1972). Teaches reading and writing skills.		x	

IV. PRINTED MATERIALS - WORKBOOKS (cont.)

	G	H	M
Forms in Your Future, M. Goltry (Learning Trends: Globe Book Co.: 1975). An intermediate workbook with writing, grammar, and vocabulary exercises. All types of forms are presented.	x		
Getting and Holding a Job, Scheider (Frank E. Richards: 1974). For intermediate and advanced students. Teaches reading, writing, and grammar skills.	x	x	
Getting a Job, Lynch (McGraw Hill: 1977). Concentrates on reading skills. For advanced students.	x		
Growing on the Job, Wilson (McGraw Hill: 1977).		x	
Help Yourself to a Job, Dogin (Finney Company: 1976). Teaches essential work concepts. Written for secondary students.	x	x	
How to Use the Want Ads, (MLVS: 1975).	x		
Insurance and Banking Concepts, Nelson (MLVS: 1975). Short passages with vocabulary building and reading comprehension exercises.		x	
I Want a Job, Hudson and Weaver (Frank E. Richards: 1964). Not intended for adults but there are some useful parts.	x		

IV. PRINTED MATERIALS - WORKBOOKS cont.	G	H	M
Jobs from A to Z, Dogin (Frank E. Richards: 1969). For intermediate students. Vocabulary building and reading comprehension.	x	x	
The Job You Want - How to Get It, Blackledge and Keily (Southwestern: 1975). Excellent information but needs adapting. Originally for high-school students.	x		
My Job Application File, Kahn, Tong, Jew (Janus Book Publishers: 1975). Sample application forms from various "real-life" companies.	x		
Personality Development for Business, Allen R. Russon (Southwestern: 1978). Discussion and exercises related to personality development in a business setting.	x	x	x
Preparing for the Job Interview, Wool (Frank E. Richards: 1977). Not originally intended for adults but parts are adaptable.	x		
Telephones, Beck, Phillips, Savage (Fil-Am: 1973). Units include exercise sheets for Using the Directory, Dial-a-Message Calls, Using Key Telephones, and Making Real Calls (task oriented).		x	
Using the Want Ads, Wing Jew and Carol Tandy (Janus Book Publishers: 1977). Short interesting text with current idioms followed by questions and vocabulary exercises. Good introduction to American culture.	x		

IV. PRINTED MATERIALS - WORKBOOKS cont.	G	H	M
The Work Series, Husak, Pahre, Stewart (Hopewell Books: 1976). Essential work concepts covered: i.e., payroll deductions, company rules, on-the-job behavior.	x	x	
V. REFERENCE BOOKS AND MATERIALS The following is a list of reference books and materials concerning labor and union histories, politics, women's groups and ethnic groups in the U.S., and non-verbal communication skills.			
The American Poor, Robert A. Liston (Delacorte Press: 1970).			
The Big Yellow Drawing Book, O'Neill (Hugh O'Neill: 1974). A step-by-step fun book to learn drawing and cartooning skills. Useful to the teacher in preparing and illustrating materials.	x	x	x
Black Women in White America: A Documentary History, Gerda Lerner, (ed.) (Pantheon Books: 1972).			
Body Language, J. Fast (Pocket Books: 1971). Useful for identifying body language. Parts good for teaching non-verbal interviewing skills.	x	x	x
The Body Language of Sex, Power and Aggression, J. Fast (Jove: 1978). A paperback whicn discusses body language and assertiveness. Author relates this to some work-related situations.	x	x	x

V. REFERENCE BOOKS AND MATERIALS cont.	G	H	M
Body Politics, Henley (Spectrum) A paperback which discusses cultural differences, sex roles in our society, body language, language registers.	x	x	x
Brother, Can You Spare a Dime? The Great Depression 1929-1933, Milton Meltzer (Alfred A. Knopf: 1969).			
Brothers Under the Skin, Carey McWilliams (Little, Brown and Company: 1943).			
Caesar Chavez, Franchere (Thomas Y. Crowell Company). An illustrated children's booklet useful for adult ESL students. Relevant to workers' rights and unions.		x	x
Career Opportunity Index, Vocational-Technical Edition and Professional Edition, Paul M. Jones (Career Research Systems: 1973). Provides hard-to-get information on actual Bay Area companies. Helpful for students preparing for job interviews.	x	x	x
Chinese Labor in California, 1850-1880, Ping Chiu (State Historical Society of Wisconsin: 1963).			
Colonial Craftsmen and the Beginnings of American Industry, Edwin Tunes (World: 1965).			
Creative Aggression, Bach and Goldberg (Avon: 1974). A paperback for learning assertiveness. Contains discussion on "The Nice Boss," "The Nice Employees," and the "Crazy-making Employer."	x	x	x

V. REFERENCE BOOKS AND MATERIALS cont.

	G	H	M
Dynamite: The Story of Class Violence in America, Louis Adamic (Perter Smith: 1963).			
Employment, Race, and Poverty, Herbert Hill and Arthur M. Ross (eds.) (Harcourt, Brace, and World: 1967).			
Factories in the Field: The Story of Migratory Farm Labor in California, Carey McWilliams (Little, Brown and Company: 1939).			
Games Mother Never Taught You: Corporate Gamesmanship for Women, Harragan (Warner Books: 1977). A paperback on assertive interaction on the job. Written for women who want to succeed.		x	x
The Great Struggle; Labor in America, Irving Werstein (Charles Scribner's Sons: 1965).			
Hands That Help; Careers for Medical Workers, Bertha S. Dodge (Little, Brown and Company: 1967).			
Bitter Strength: A History of the Chinese in the United States, 1850-1870, Gunter Barth, (Harvard University Press: 1968).			
The History of the Haymarket Affair, Henry David (Russell and Russell: 1958).			
Hoffa and the Teamsters, Ralph and Estelle James (Van Nostrand: 1965).			
How to Find a Job, Darold Larson (Ace Books: 1974). A paperback useful for teaching and learning job interview skills.	x		

V. REFERENCE BOOKS AND MATERIALS cont.

	G	H	M
How to Read a Person Like a Book, Nierenberg and Calero (Pocket Books: 1977). An illustrated paperback useful for identifying body language.	x	x	x
Human Relations, Eggland and Williams (Southwestern: 1977). A resource book for job situations and decision-making situations.		x	x
The Industrial Revolution, Neil Grant (Franklin Watts: 1973).			
The Industrial Worker, 1840-1860, Norman Ware (Houghton Mifflin Co.: 1924).			
Intercultural Encounters with Japan: Communication-Contact and Conflict, John Condon and Mitsuko Saito (eds.) Examines language and culture relationships in Japan, U.S., Costa Rica. Also includes body language.			
Jobs in Manufacturing, Robert J. Houlehen (Lothrop, Lee, and Shepard: 1973).			
Jobs in Public Service, Beatrice and Calvin Criner (Lothrop, Lee, and Shepard: 1974). Jobs in Personal Services (same as above)			
Jobs That Help the Consumer and Homemaker, Gilda Berger (Lothrop, Lee, and Shepard: 1974).			
Jobs That Save Our Environment, Melvin Berger (Lothrop, Lee, and Shepard: 1973).			

V. REFERENCE BOOKS AND MATERIALS cont.

	G	H	M
Labor and the American Community, Derek Bok and John Dunlop (Simon and Schuster: 1970).			
Labor and American Politics, Doris McLaughlin and Charles Rehmus (eds.) (University of Michigan Press: 1967).			
Labor Politics American Style, Philip Taft (Harvard University Press: 1968).			
Labor Unions in the United States, Carolyn Sims (Franklin Watts: 1971).			
Labor's Untold Story, Richard O. Boyer and Herbert M. Morais (United Electrical, Radio, and Machine Workers of America: 1972).			
Leaders of Labor, Roy Cook (J. B. Lippincott Company: 1966).			
Liberation Now, Deborah Babcox and Madelin Belkin (Dell Books: 1971).			
A Life with Labor, David Dubinsky and A.H. Raskin (Simon and Schuster: 1977).			
Lockout, Leon Wolff (Harper and Row: 1956).			
Lumber and Labor, Vernon Jensen (Farrar and Rinehart, Inc.: 1945).			
Machines That Built America, Roger Burlingame (Harcourt Brace: 1953).			

V. REFERENCE BOOKS AND MATERIALS cont.

	G	H	M
Male/Female Language, Mary Ritchie Key (The Scarecrow Press, Inc.: 1975).			
The Money Book, Tom Mellers (Butterick: 1976). Helpful for teaching about using money wisely. Covers health insurance and life insurance.		x	x
Negroes and Jobs, Louis Ferman and Joyce Kornbluh (University of Michigan Press: 1968).			
The Negro Worker, F. Ray Marshall (Random House: 1967).			
Nonverbal Communication, Louis Forsdale (Harcourt Brace Jovanovich, Inc.: 1974).			
Non-Verbal Communication in Puerto Rico, Carmen Curt, Judith Nine (National Assessment and Dissemination Center at Lesley College)			
Nonverbal Communication in Human Interaction, Mark L. Knapp (Holt Rinehart and Winston)			
Not Servants, Not Machines: Office Workers Speak Out, Tepperman (Beacon: 1976). A paperback discussing clerical workers' feelings on the job. Recognizes the sometimes exploitative nature of clerical work.	x	x	x
The Office Workers' Manifesto, O'Connor Russell and Mialocq (Freeway Press: 1973). A paperback offering some inside views of office workers.		x	x

V. REFERENCE BOOKS AND MATERIALS cont.

	G	H	M
The OK Boss, Muriel James (Bantam: 1977). A paperback which uses a transactional analysis approach and terminology to discuss strategies for employer-employee interaction.			
Out of the Sweatshop, Leon Stein (Quadrangle/New York Times Book Co.: 1977).			
Paralanguage and Kinesics, (Nonverbal Communication), Mary Ritchie Key (The Scarecrow Press, Inc.: 1975).			
Pedagogy of the Oppressed, Paulo Freire (Seabury Press: 1970). Argues for a method of teaching where the teacher does not just give information to a passive recipient. In Freire's method, the students' needs must be determined through a dialogue between students and teacher. Learning is posed as a problem to be resolved in the development of a critical process.	x	x	x
People Reading, Beier and Valens (Warner Books: 1975). A paperback which discusses body language and language registers.		x	x
Poverty, Yesterday and Today, Sidney Lens (Crowell: 1973).			
The Pullman Strike, Almont Lindsey (University of Chicago Press: 1964).			
Self-Awareness, Career Awareness in Your Curriculum, S. Theodore Woal (McGraw Hill: 1977). Contains units on self-awareness, feelings, interests, and basic values clarification exercises.		x	x

V. REFERENCE BOOKS AND MATERIALS cont.

	G	H	M
S. F. Street Guide with Cross Street Index (Thomas Brothers: 1967). A reference for identifying cross streets for local addresses. Useful for identifying city streets and districts. Contains maps.	x	x	x
The Structure and Government of the Carpenters' Union, Morris A. Horowitz (Wiley: 1962).			
Toil and Trouble: A History of American Labor, Thomas R. Brooks (Delacorte Press: 1964).			
Tools, Shapers of Civilization, Arnulf Esterer (J. Messner: 1966).			
Tools in Your Life, Irving Adler (John Day Co.: 1956).			
The U.A.W. and Walter Reuther, Irving Howe and B.J. Widick (Random House: 1949).			
The Unions, Alvin Schwartz (Viking Press: 1972).			
Up the Organization, Robert Townsend (Fawcett: 1970). A paperback discussing some organizational strategies of companies.		x	x
What's Happening to Our Jobs (Popular Economic Press: 1976). A booklet written from the worker's perspective dealing with discrimination, unions, job safety.	x	x	x
What Color is Your Parachute?, Richard N. Bolles (Ten Speed Press: 1972). A popular book directed to high-level job seeking.	x		

V. REFERENCE BOOKS AND MATERIALS cont.	G	H	M
Why Do We Spend So Much Money? (Popular Economic Press: 1976). A booklet to raise workers' consciousness on big industries, e.g., "How expensive is health care?" and "Does Blue Cross help reduce costs?"	x	x	x
The Wobblies, Patrick Renshaw (Doubleday: 1967).			
A Woman's Book of Money, Sylvia Auerbach (Dolphin: 1976). A popular book on assertiveness-awareness development of middle-aged women who have been housewives and are now entering or re-entering the job market.	x	x	x
Women in White, Geoffrey Marks (Scribner's: 1972).			
Women and Work in America, Robert W. Smuts (Schocken Books: 1971).			
Work in America: Report of a Special Task Force to the Secretary of H.E.W., U.S. Department of Health, Education and Welfare (M.I.T. Press: 1973).			
Working, Studs Terkel (Avon: 1975). A paperback which interviews workers in every field. Workers discuss their feelings about jobs.		x	x
VI. OTHER PRINTED MATERIALS			
Comic Strips (especially "Blondie") (local daily newspapers).		x	x
"Dear Abby," Abigail Van Buren (syndicated daily newspaper column).		x	x

VI. OTHER PRINTED MATERIALS cont.	G	H	M
"Help-Wanted Ads" (local daily newspaper).	x		
Muni Maps, San Francisco Street Maps (Available from City Hall or the San Francisco Municipal Railway).	x	x	x
"The Question Man" (appears weekdays in the San Francisco Chronicle).	x	x	x
Standard Forms: Teachers will often gather and reproduce the following types of forms to teach a variety of skills and lessons:			
Company Benefit Forms (obtained from personnel offices).		x	
Driver's License Applications (obtain Driver's Handbook and application forms from the Department of Motor Vehicles.	x	x	
Job Applications (obtain samples from company and government personnel offices).	x		
Social Security Card Application Forms (obtain from Social Security Office).	x		
Unemployment and Disability Insurance Forms (obtain from State EDD).	x		
W-4 and W-2 Forms (obtain from IRS).		x	
Written Employment Test (obtain samples from personnel offices. Teachers may not choose to use the originals, but choose to use them to write similar practice tests.	x		x

VI. OTHER PRINTED MATERIALS cont.	G	H	M
Telephone Message Pads (available from any office supply store or your local office.		x	
You and Your World (Xerox Education Publications, Columbus, Ohio). A weekly newspaper for ESL students which sometimes has job-related articles.	x	x	x
VII. AUDIOVISUAL MATERIALS - TAPES			
BECK STRUCTURE SERIES (Fil-Am: 1972). Ten beginning and low-intermediate level tapes which are visually cued with individual student charts; vocabulary especially chosen for clerical jobs.		x	
Skills for Getting a Job (MLVS: 1975). Three parts: Calling About a Job (3 tapes), Suggestions From an Interviewer (2 tapes), and Answering Difficult Questions (8 tapes). Tapes accompanied by worksheets with listening comprehension exercises.	x		
SPECIAL ENGLISH SERIES (Collier-MacMillan: 1974). Dialogues, pronunciation, and vocabulary. See book section for specific titles.			x
TECHNICAL ENGLISH TAPE LIBRARY (English Language Services, Inc.). Tapes are accompanied by pamphlet of the script. Paragraphs for comprehension and backward buildups. Topics such as card cataloguing, air pollution.			x

VII. AUDIOVISUAL MATERIALS - TAPES cont.	G	H	M
Telephone Skills			
Tapes requiring oral production and accompanied by worksheets to check comprehension. Titles include:			
"Telephone Number Pronunciation" (Beck, Fil-Am: 1974).		x	
"How to Answer a Business Call" (Beck, Phillips, Savage, Fil-Am: 1973).		x	
"What to Say When the Person Called is Out" (Beck, Phillips, Savage, Fil-Am: 1973).		x	
"Confirming the Message," 3 tapes (Beck, Phillips, Savage, Fil-Am: 1973).		x	
"American Family Names," 2 tapes (Phillips, Fil-Am: 1974).		x	
"Message Taking" (Custer and Dresner, MLVS: 1975).		x	
TV Shows (CRDC: 1975)			x
Excerpts from "Mary Tyler Moore," "That's My Mama," "Phyllis," "Streets of San Francisco," and other TV shows that relate to American work culture.			
WORLD OF WORK SERIES (Educational Resources Division, Educational Design, Inc.: 1969).	x	x	x
Conversations with narrator giving advice regarding "do's" and "don't's" overheard in the conversations. Many non-standard English speakers. Three in the series:			
On the Job (attitude skills)		x	
Getting a Job (interview skills)	x		
Crossvocational and Information Skills		x	x
Edited tapes and worksheets available at Fil-Am and MLVS for the following:			
(from Getting a Job)			
"Contacting Job Interviewers"	x		
"Handling Difficult Questions"	x		
"Job Interview Wrap-Up"	x		
"Making a Good Impression"	x		
"Selling Yourself"	x		

VII. AUDIOVISUAL MATERIALS - TAPES cont.	G	H	M
(from On the Job)			
"The First Few Days"		x	
"Getting Help and Information"		x	
"My Man, My Creep"		x	
"Too Much Talk"		x	
"Don't Blow Your Cool"		x	
"Excuses"		x	
"Supervisors Are Human, Too"		x	
"Money, Money, Money"		x	
"Company Rules and Company Customs"		x	
"Stick Up For Your Rights"		x	
"Promotions"			x
"Giving Notice"			x
"The Fast Exit"			x
VIII. AUDIOVISUAL MATERIALS - VIDEOTAPES			
Answers to Difficult Questions, Dresner and Nelson (MLVS: 1976).	x		
Interviewing (Pacific Telephone: 1975). Professionally produced color cassette.	x		
Mock Interviews (CRDC: 1975). Interviews of students by personnel department heads.	x		
IX. AUDIOVISUAL MATERIALS - MULTIMEDIA			
CAREERS FOR BILINGUALS (Regents: 1978). Each kit focuses on a particular field. In both English and Spanish. Fields included: transportation, health, services, business and finance, etc. Areas covered: how to find a job, advancement opportunities, definition of the job itself, working conditions on the job. Acquaints students with career opportunities in which being bilingual/bicultural is a definite asset.	x	x	

IX. AUDIOVISUAL MATERIALS - MULTIMEDIA cont.	G	H	M
Telezonia: Communicating by Telephone (Western Electric: 1964). Film, teacher's manual, lesson plans for teletrainer, filmstrips with cassettes, and spirit masters.		x	
Thank You. Please Call Again. (Learning Realities, Inc.: 1975). Instructor's guide, spirit master book, filmstrip, and cassette. For American high-school graduates going into business.		x	
X. AUDIOVISUAL MATERIALS - FILMS - FOR CLASSROOM USE			
Getting a Job is a Job (Dibbie-Dash Productions: 1969). Personal analysis, applying, the interview, interview follow-up. Worksheets available at Fil-Am.	x		
How to Lose Your Best Customer Without Really Trying. (Pacific Telephone Film Library: 1971). Entertaining and humorous presentation of badly handled telephone calls and comparison to same calls handled courteously. 29½ minutes. Worksheets available at Fil-Am.		x	
If an Elephant Answers (Pacific Telephone Film Library: 1966). An animated elephant convinces a disorganized office how important good telephone habits can be. 26 minutes.		x	
Interview: Ready or Not? (Churchill Films: 1976).	x		

X. AUDIOVISUAL MATERIALS - FILMS - FOR CLASSROOM USE cont.

		G	H	M
Invisible Diplomats (Pacific Telephone Film Library: 1965). PBX attendants see how important efficiency and courtesy are. 20½ minutes.			x	
Job Interview: Whom Would You Hire? (Pacific Telephone) Two films: one of Three Young Women (16 min.); one of Three Young Men (17 min.). The viewer is asked to rate each and decide whom he would hire. Worksheets available at Fil-Am and MLVS.		x		
Telephone Manners (Pacific Telephone Film Library). Specific points of telephone etiquette presented clearly with examples reviewed during the course of the film.			x	
That Job Interview (National Audiovisual Center). Four applicants given two interviews, one positive following one negative. All veterans and lots of slang (outdated) in film. Worksheets available at Fil-Am.		x		
YOUR JOB SERIES. (Coronet Instructional Films: 1968). Different aspects of getting and holding a job. Well done interviews. Easy to understand.				
Applying for It (14 min.)	Worksheets	x		
Finding the Right One (14 min.)	available	x		
Fitting In (16 min.)	at MLVS		x	
Getting Ahead (16 min.)				x
Good Work Habits (14 min.)			x	
You and Your Boss (16 min.)			x	

XI. AUDIOVISUAL MATERIALS - FILMS, Supplementary films for teachers and students

The following films are available through INSIGHT EXCHANGE (a feminist media collective) P.O. Box 42584, S.F. 94101. Telephone: 621-2713.

The Amazing Equal Pay Show

The film shows how the British Equal Pay Act does little to improve women's wages and working conditions.

Buenos Dias, Companeras - Women of Cuba (1975)

Contrasts the lives of a construction foreman, housewife, a farmworker, and a popular singer. Made by Canadian women, the film shows how the revolution has affected the structure of Cuban society and its view of male and female roles. 60 min.

Continuous Woman (Rental $35)

Five women talk about their lives and work, their love and power.

Cosas di mi Vida. (23 min., Rental $35, 1976)

Focuses upon the details of the life of Anselmo Aguas Calientes, born into poverty and orphaned at age seven, a musician in a small town.

The Double Day. (1969)

This documentary analyzes the working conditions of women in Latin America.

Harlan County (1976)

A Kentucky coal miners' strike. An Academy Award for best documentary.

I Am a Fugitive from a Chain Gang.

A landmark "social realism" film made in 1931. Well crafted story about a World War I hero who finds no work in the post war economy.

I am Joaquin. (1969)

Includes the U.S. farm worker's movement, and community groups organizing for equality and civil rights.

The Inheritance. (1964)

Produced by Amalgamated Clothing Workers. Shows America and the struggle to unionize through working class eyes.

Last Grave at Dimbaza. (1974, Rental $75, 65 min.)

Useful Blacks must commute some four hours a day to sell their labor in the white areas, while their families are herded into distant homelands such as Dimbaza. Unions are illegal.

Mujer de Milfuegos. (1976, Rental $35, 15 min., with Spanish subtitles)

The daily tasks of Third World women who spend their entire lives giving birth, preparing food and tending to household and farm chores.

My People Are My Home. (1976)

Documents the experiences of Midwestern women born around 1900. The women of the farms, prairies, factory women, etc.

Native Land. (1942)

The first full-length labor film, its theme is the struggle of Americans to maintain the civil rights guaranteed them by the constitution.

Red Flag Canal. (1972)

This Chinese produced documentary shows the rhythm and creativity of huge teams of workers, mobilizing their energy in service of the Revolution.

Roll Over.

Mocks stereotypes by showing women working in over a dozen non-traditional jobs. A comedy made by women.

The Steelworkers. (North Korean)

Successful feature done in the social realism genre.

Union Maids. (1976)

Three women recount their experiences as organizers during the 1930's -- union meetings, etc.

The following is a list of commercial films - all work related. Check local theaters and future television listings for availability.

Blue Collar. (1977, Stars Richard Pryor)

This film paints a negative picture about the victimization of blue collar workers by overwhelming forces of big businesses, low education, consumerism, etc.

F.I.S.T. (1978, Stars Sylvester Stallone)

Story of one man's rise to power and ultimate corruption in a union.

Norma Rae (1979, Stars Sally Fields)

Gripping movie about the organizing of a union for textile mill workers in Alabama.

Woman Under the Influence. (1975, directed by John Cassavetes)

A feature film dealing with the pressures on a housewife and her family's attempts to institutionalize her.

The following films are available through a film distributor as indicated.

Babes of the Barricades.

About a Detroit strike. Available through Newsreel, San Francisco, Ca.

Blow for Blow. (89 min., Rental $100)

A feature film about a successful strike by women garment workers in France, the issue of women's liberation and women worker's rights. Available through Tricontinental Films, Berkeley, Ca.

Blue Collar Trap.

About five workers at the Ford Milpitas plant; sociological work. Available through Newsreel, San Francisco, Ca.

I am Somebody.

About the organization of the Black Woman Labor of Birmingham, Alabama. Availability - check with a local distributor.

Men's Liberation.

Factory gas station. Availability - check with a local distributor.

Nine to Five.

About secretarial related work. U.E. Catalog.

Over, Under Sideways, Down. (87 min.)

About factory workers. Available through Cine Manifest, San Francisco, Ca.

Prairie Fire. (30 min.)

Historical documentation, farmer movement, Midwest 1930's, features some old still pictures. Available through Cine Manifest, San Francisco, Ca.

The Rise of Labor. (30 min.)

Contrasts the working conditions of immigrants in the early 1900s with those of today and presents the history of the labor movement. Available through Encyclopedia Brittanica Education Corporation. Worksheets available at Fil-Am Center.

Strip Mining.

Changing life styles of rural economy when industry comes in, big energy, etc. Available through Cine Manifest, San Francisco, Ca.

Western Coal.

Available through Cine Manifest, San Francisco, Ca.

Work.

By Fred Warnerman. Available through Newsreel, San Francisco, Ca.

Why Work? (60 min.)

Experiment in democratic management, by Bill Moyers. Available through Newsreel, San Francisco, Ca.

XII. AUDIOVISUAL MATERIALS - TRANSPARENCIES

	G	H	M
SCOPE VISUALS 13 - Getting Applications Right, Shapiro (Scholastic: 1973). Teaches the skill of filling out application forms correctly. Lessons conducted through transparencies and ditto masters.	x		
SCOPE VISUALS 27 - Reading Contracts and Forms, Shapiro (Scholastic: 1977). Lessons conducted through transparencies and ditto masters. Stresses reading comprehension and writing skills.		x	x

XIII. SPECIFIC VOCATIONAL AREAS

	G	H	M
ACCOUNTING			
Accounting: an Introduction, Walgenbach and Ditterch (Harcourt-Brace, Jovanovich). Textbook and workbook.			x
AUTOMOTIVE			
Automechanic Dialogues with Pertinent Vocabulary (Skills Center: 1971). Copied excerpts from manuals (reading).		x	
Career Education - Automotive, Vocational-Technical Series (Allied Education Council, Galien, Michigan).			x
General Repair Tools for Automobile Mechanics (Delmar Publishers: 1948).			x
Related Science - Automotive Trades, Jensen and Brazier (Delmar Publishers: 1958). A basic science workbook.			x

XIII. SPECIFIC VOCATIONAL AREAS cont.

	G	H	M
BANKING			
Teller Development Program I and II (Wells Fargo Bank: 1976). Discusses banking procedures through the step-by-step daily activities of a bank teller. Designed specifically for Wells Fargo. Has concise and clear illustrations.	x	x	
CLERICAL - TYPING			
Basic Typewriting Drills. T 54 (Southwestern: 1968).	x		
Key to Better Typing (IBM).		x	
Learning English Through Typewriting, Charles W. Gay (English Language Services: 1969).	x		
Twentieth Century Typewriting T 30, 9th ed. (Southwestern: 1972).		x	
CLERICAL - FILING			
Alphabetic Indexing, Guthrie (Southwestern: 1964).	x	x	
Filing Kits, K-10, 4th ed. (Southwestern: 1974).	x	x	
Filing Personal Names, Duchan and Schultheis (Southwestern).	x	x	
Fundamental Filing Practice, Popham and Fujita (Prentice-Hall).	x	x	
Gregg Quick Filing Practice (Gregg Division, McGraw-Hill: 1965).	x	x	

XIII. SPECIFIC VOCATIONAL AREAS, cont.	G	H	M
CLERICAL - GENERAL			
Exploring Clerical Careers, Ristau (Southwestern: 1974).	x		
General Office Procedure, Woodward, Pendery, Newhouse (Southwestern: 1972). Material is clear and concise but may need adaptation.		x	
Intensive Clerical and Civil Service Training, k-91 Fischer (Southwestern).			x
The Receptionist, Wood and McKenna (McGraw-Hill: 1966).		x	
Reference Manual for Office Personnel, 5th ed., House and Koebele (Southwestern).		x	
The Secretary's Handbook, Taintor and Monro (Collier-MacMillan: 1971).		x	
FOOD SERVICE			
Cooking (Skills Center Chinese Program: 1971). Translated food terms, menus, dialogues, advice sheets, recipes and cooking directions.	x	x	
Food Service in Industry and Institutions, Stokes (William C. Brown Company).			x
Food Service Worker, Pre-vocational Series, Programmed Instruction (McCormick-Mathers Publishing Company).			x
HOTEL			
Hotel and Personnel Management, Pre-vocational Series, Programmed Instruction (McCormick-Mathers Publishing Company).			x

XIII. SPECIFIC VOCATIONAL AREAS cont.

	G	H	M
JANITORIAL			
Building Maintenance Worker, Pre-vocational Series, Programmed Instruction (McCormick Mathers Publishing Company).			x
How to Be a Janitor in English, Lee (VIP Material).		x	
Janitorial and Maintenance Examinations (Ken Books).	x		
MEDICAL			
Laboratory Tests in Common Use, Barb (Springer Publishing Company).		x	x
Medical Office Practice Kit, Agnew and Atkinson (Southwestern: 1966).		x	x
Medical Terminology, a Programmed Text, Smith and Davis (John Wiley and Son, Inc.: 1967).		x	x
Medical Typing Practice, Root and Byers (McGraw-Hill: 1968).		x	x
Simplified Nutrition and Diet Therapy for Practical Nurses, Kerschner (F. A. Davis Company).		x	x
Typing Medical Forms, Siegfried (McGraw-Hill: 1969).		x	x
OTHER			
Bartender Series (Skills Center: 1971). Dialogues with pertinent vocabulary, drink recipes.	x	x	

XIII. SPECIFIC VOCATIONAL AREAS cont.

	G	H	M
Household Appliance Repairman, Pre-vocational Series, Programmed Instruction (McCormick-Mathers Publishing Company).			x
Office Machine Repair (Skills Center) Dialogues and manual excerpts with illustrations.	x	x	
TV Repair (Skills Center). Dialogues, manual excerpts.	x	x	
Johnson Modern Maintenance Handbook (L. C. Johnson and Son, Inc.: 1974). A practical, what-to-use, how-to-do-it guide to better building care with illustrations, techniques of commercial maintenance.			x

XIV. EQUIPMENT

Telephone Amplifier. Fanon Model FTA-5. Battery operated receiving/transmitting amplifier and extension speaker. Sufficient power for small groups only.			
Telephone Pickup. G. C. Electronics, Division of Hydrometals, Inc., Rockford, Illinois 61101. Includes pickup coil that attaches to receiver and jack that goes into recorder. A variety of brands are available at Radio Shack and other electronic shops. Costs $3-4.			
Teletrainer. Service Advisor, Telephone Company. Two telephones with control for dial tone, busy signal and ringing available through service representative at no charge. Six-button, four-receiver model available for purchase. Equipment enables role-playing telephone calls.			

XV. PUBLISHERS FOR VOCATIONAL/ESL/VOCATIONAL ESL TEACHING MATERIALS

The following is only a partial list of publishers. Names of publishers' representatives and publishers' addresses have been included where known.

Marie Woelflen
ADDISON-WESLEY PUBLISHING CO., INC.
2725 San Hill Road
Menlo Park, CA 94025

Marjorie A. Henke
AMERICAN BOOK COMPANY
7625 Empire Drive
Florence, KY 41042

ARCO PUBLISHING CO.
219 Park Ave., South
New York, N.Y. 10003

CALIFORNIA STATE EDD
4889 Mission
San Francisco, CA

CEBCO STANDARD PUBLISHING
9 Kulick Road
Fairfield, N.J. 07006

Barbara Bernstein
COLLIER MACMILLAN
866 3rd Ave.
New York, N.Y. 10022

DELMAR PUBLISHERS
Albany, N.Y. 12205

EDUCATIONAL RESOURCES DIVISION
235 Montgomery
San Francisco, CA

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